

School Level Performance Descriptors for Kentucky's Standards and Indicators for School Improvement



**Kentucky Department of Education
Fall 2006**



PREFACE

This publication is one of a number of tools available to help schools forge a path leading to success. This tool is a companion document to the *District Level Performance Descriptors for Kentucky's Standards and Indicators for School Improvement*. Together, these two documents allow schools and districts to identify opportunities for improvement and provide guidance for maximizing those opportunities through planning and the development of the comprehensive school and district improvement plans.

To order copies of the *School or District Level Performance Descriptors for Kentucky's Standards and Indicators for School Improvement*, visit the Kentucky Department of Education Online Bookstore at <http://www.education.ky.gov/KDE/HomePageRepository/Publications/KDE+Bookstore.htm> or call (502) 564-3421.

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ACADEMIC PERFORMANCE STANDARD 1 – CURRICULUM

Standard 1: The school develops and implements a curriculum that is rigorous, intentional, and aligned to state and local standards.

Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
1.1 CURRICULUM 1.1a There is evidence that the curriculum is aligned with the <i>Academic Expectations, Core Content for Assessment, Transformations and the Program of Studies.</i> <u>Examples of Supporting Evidence:</u> <ul style="list-style-type: none"> Local curriculum documents/units of study/lesson plans Curriculum maps Staff member, student and parent/family member interviews School council policies School council meeting agenda and minutes Skills standards documents Professional resource materials 	Meets criteria for a rating of “3” on this indicator plus: <ul style="list-style-type: none"> The school or district initiates active collaboration among schools within the district to ensure alignment. The school or district initiates collaboration among schools to prioritize and sequence the curriculum to promote mastery of learning. The implemented curriculum is research-informed to ensure that it is age and developmentally appropriate and differentiated to address the individual learning styles of the school’s diverse student population. The implemented curriculum is systemic, demonstrating strong connections within and among various content areas. 	<ul style="list-style-type: none"> The implemented curriculum is directly based on and fully aligned with Kentucky’s standards documents and defines what students should know and be able to do in all content areas. The content and sequence of the implemented and fully aligned curriculum promotes mastery of learning. The implemented and fully aligned curriculum is intentionally age and developmentally appropriate and is culturally responsive. The implemented and fully aligned curriculum demonstrates the connections within and between different content areas. 	<ul style="list-style-type: none"> The implemented curriculum is aligned with one or two of Kentucky’s standards documents. Essential knowledge, skills and processes are not sufficiently identified. The implemented curriculum allows, but does not always intentionally promote, mastery of learning. The implemented curriculum is sometimes age and developmentally appropriate and culturally responsive, but the effort is not intentional. Connections within or between content areas of the implemented curriculum are limited. 	<ul style="list-style-type: none"> The implemented curriculum is based on resources (e.g., textbooks) other than Kentucky’s standards. The implemented curriculum accomplishes only content coverage, rather than mastery of learning. The implemented curriculum is not age and developmentally appropriate. The implemented curriculum does not clearly identify connections within or between content areas or the connections are either inaccurate or insignificant.

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1.1b The district initiates and facilitates discussions among schools regarding curriculum standards to ensure they are clearly articulated across all levels (P-12). <u>Examples of Supporting Evidence:</u> <ul style="list-style-type: none"> • Local and state curriculum documents • Documentation of professional development days/release time • School and district curriculum committee meeting minutes • School council policies • School council meeting agenda and minutes • School and district staff member interviews 	Meets criteria for a rating of “3” on this indicator plus: <ul style="list-style-type: none"> • The district provides multiple forms of support (e.g., extended employment, expert consultants, research materials) for schools to maintain district-wide discussions by grade level across content areas to ensure state and local curriculum standards are articulated throughout the district. • The district provides multiple forms of support (e.g., extended employment, expert consultants, research materials) for schools to maintain district-wide discussions throughout all grade levels within each content area to ensure state and local curriculum standards are articulated throughout the district. • The school meets regularly with common grade level schools within the district to ensure horizontal articulation. • Designated school personnel facilitate formal curricular discussion on vertical and horizontal articulation. 	<ul style="list-style-type: none"> • The district initiates and facilitates sustained discussion by grade level across content areas (horizontal articulation) in a systematic process to ensure state and local curriculum standards are articulated and illustrated within student work. The process is communicated to schools and councils to ensure full implementation. • The district initiates and facilitates sustained discussion throughout all grade levels within each content area (vertical articulation) in a systematic process to ensure state and local curriculum standards are articulated and illustrated within student work. The process is communicated to schools and councils to ensure full implementation. • The school initiates and continues internal discussion among all teachers to ensure horizontal articulation. • The school initiates and continues discussion with feeder/receiver schools to ensure vertical articulation. 	<ul style="list-style-type: none"> • The district occasionally initiates discussion by grade level across content areas to address state and local curriculum standards, but the effort is not sustained. • The district occasionally initiates discussion throughout grade levels within content areas to address state and local curriculum standards, but the effort is not sustained. • The school initiates internal discussion to ensure horizontal articulation, but the effort is not sustained. • The school initiates discussion with the feeder/receiver schools to ensure vertical articulation, but the effort is not sustained. 	<ul style="list-style-type: none"> • The district does not formally initiate discussion on horizontal articulation. • The district does not formally initiate discussion on vertical articulation. • The school does not have internal discussion that ensures horizontal articulation. • The school does not discuss vertical articulation with the feeder/receiver schools.

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<p>1.1c The district initiates and facilitates discussions between schools in the district in order to eliminate unnecessary overlaps and close gaps.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> • Curriculum documents and curriculum map • School and district curriculum meeting minutes • Documentation of professional days/ release time • School council policies and meeting minutes • School and district staff member interviews 	<p>Meets criteria for a rating of “3” on this indicator plus:</p> <ul style="list-style-type: none"> • The board of education adopts board policy requiring schools to fully implement the district process. The district provides support and follow-up to ensure implementation of the policy. 	<ul style="list-style-type: none"> • The district (in consultation with schools) develops, communicates and implements a systematic process, based on state and local standards, to eliminate unintentional curricular overlaps. The process is reviewed, monitored and revised for school improvement efficacy. 	<ul style="list-style-type: none"> • The district has developed, but has not fully implemented, a process to eliminate unintentional curricular overlaps. 	<ul style="list-style-type: none"> • The district makes no attempt to reduce unintentional curricular overlaps.

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1.1d There is evidence of vertical communication with an intentional focus on key curriculum transition points within grade configurations (e.g., from primary to middle and middle to high). <u>Examples of Supporting Evidence:</u> <ul style="list-style-type: none"> • School council policies and meeting minutes • Individual Learning Plan • Curriculum documents • School and district staff member interviews • Meeting minutes • Guidance materials 	Meets criteria for a rating of “3” on this indicator plus: <ul style="list-style-type: none"> • The district provides equitable resources (e.g., stipends, substitutes, materials, transportation) to ensure successful transition planning for all students in all schools throughout the district and with other institutions. 	<ul style="list-style-type: none"> • The district systematically facilitates discussion within (e.g., from primary to 4/5, from grade 9 to grade 10) and between (e.g., from elementary to middle school, from middle school to high school) schools to identify key curriculum transition points. The process is fully developed, communicated and implemented. 	<ul style="list-style-type: none"> • The district occasionally facilitates discussion within and between schools to address key curriculum transition points, but the process is not systematic. 	<ul style="list-style-type: none"> • The district does not facilitate discussion within or between schools to identify key curriculum transition points.

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1.1e The school curriculum provides specific links to continuing education, life and career options. <u>Examples of Supporting Evidence:</u> <ul style="list-style-type: none"> • Comprehensive school improvement plan • Units of study/lesson plans • Work-based learning programs • Articulation agreements • Availability of local resources • Field trips, field experiences, community mentoring programs • Perception survey results • Staff member, family member, student and community member interviews • Allocation of resources • Individual Learning Plans • Successful transition data • Media materials • Advisor/advisee agenda • Guidance materials 	Meets criteria for a rating of “3” on this indicator plus: <ul style="list-style-type: none"> • The curriculum consistently emphasizes connections and provides experiences (e.g., advisor/advisee, career planning fair, college fair, career majors) that present a variety of post-secondary education and career options. • The curriculum intentionally integrates and expands learning opportunities in school and within the community (e.g., mentoring, service learning, shadowing, school-based enterprises, co-op programs) for students to apply skills, knowledge and processes that prepare all students to be self-sufficient and productive citizens. • The school curriculum ensures that all students exit the sixth grade with and continue thereafter to develop and implement an Individual Learning Plan and a career portfolio for use in making a successful transition from high school to adult life. 	<ul style="list-style-type: none"> • The curriculum provides intentional connections (e.g., dual credit courses, articulation agreements, early college courses) to familiarize all students with a variety of post-secondary education and career options. • The curriculum integrates opportunities for application of skills, knowledge, processes and life skills (e.g., budgeting, problem solving, consensus building) that will prepare all students to be self-sufficient and productive citizens. • Each student (grades 6-12) has an implemented Individual Learning Plan (704 KAR 3:305) collaboratively developed by the student, parents and advisor. These plans are reviewed and revised annually. 	<ul style="list-style-type: none"> • The curriculum provides some connections that present post-secondary education and career options, but the effort is not intentional across the curriculum. • The curriculum includes some opportunities for application of skills, knowledge and processes that will prepare students to be self-sufficient and productive citizens, but opportunities for application of learning are not authentic. • Not every student (grades 6-12) has an implemented Individual Learning Plan. Student and/or parental input is not always sought for revisions to the plans. 	<ul style="list-style-type: none"> • The curriculum does not provide connections to post-secondary education and/or career options. • The curriculum does not include opportunities for application of skills, knowledge or processes that prepare students to be self-sufficient and productive citizens. • The school does not have Individual Learning Plans for students (grades 6-12).

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1.1f There is in place a systematic process for monitoring, evaluating and reviewing the curriculum. <u>Examples of Supporting Evidence:</u> <ul style="list-style-type: none"> School council/local school board policies and meeting minutes Comprehensive school improvement plan Data analysis summaries/reports School and district curriculum committee meeting minutes School and district staff member and parent school council member interviews 	Meets criteria for a rating of “3” on this indicator plus: <ul style="list-style-type: none"> The school council analyzes student performance data and reviews their policies and procedures to make data-informed curricular improvement decisions. The district initiates collaboration among schools within the district to ensure implementation, monitoring, evaluation and revision (as needed) of the aligned curriculum and to ensure that school staff members are cognizant of the most up-to-date curricular trends. Designated school staff members initiate collaboration with other schools to ensure implementation, monitoring, evaluation and revision (as needed) of the aligned curricula of the schools and to ensure that school staff members are cognizant of the most up-to-date curricular trends. 	<ul style="list-style-type: none"> The school council has adopted a curriculum policy and school leadership has implemented procedures to address curriculum issues (e.g., curriculum development, alignment and revision; vertical and horizontal articulation; key transition points). The district has a curriculum committee that meets regularly and uses multiple indicators of student performance in a systematic process for monitoring, evaluating, reviewing and making recommendations for any needed revisions to the curriculum. The school has a curriculum committee that meets regularly and uses multiple indicators of student performance (e.g., local and state standards, student performance on classroom and state assessments, student academic needs defined by other sources) to evaluate, monitor and make recommendations for any needed revisions to the curriculum. 	<ul style="list-style-type: none"> The school council has a curriculum policy and school leadership has procedures to address curriculum issues, but they are not always fully implemented. The district has a process for curriculum review and revision, but the process is not always fully implemented. The school curriculum committee monitors and revises the curriculum based on a single or irrelevant indicator(s) of student performance. 	<ul style="list-style-type: none"> The school council does not have a curriculum policy. The district does not have a process for monitoring, evaluating, reviewing and/or revising the curriculum. The school does not have a curriculum committee, or the existing committee never meets.

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1.1g The curriculum provides access to a common academic core for all students. <u>Examples of Supporting Evidence:</u> <ul style="list-style-type: none"> • Curriculum documents • Units of study/lesson plans • Individual student schedules • Student handbook • Individual education plans/504 plans • Student and family member interviews • Individual Learning Plans • Master school schedule • Course syllabi • School council curriculum policy 	Meets criteria for a rating of “3” on this indicator plus: <ul style="list-style-type: none"> • The curriculum is challenging and provides expanded opportunities (e.g., field experiences, shadowing, apprenticeships, work-based learning, foreign exchange) in all content areas beyond the common academic core. • The curriculum elicits higher order thinking and problem solving from all students and provides opportunities for authentic application of these skills. • The curriculum provides interdisciplinary courses to accommodate the learning needs of all students while maintaining expectations for high academic performance. • The curriculum standards and expectations in all content areas are identified and communicated to all stakeholders. • The school extends learning opportunities beyond the physical boundaries of the school for all students to access Kentucky’s <i>Academic Expectations, Program of Studies</i> and <i>Kentucky’s Core Content for Assessment</i> in ways that are compatible with the varied interests of the school’s diverse student population. 	<ul style="list-style-type: none"> • A challenging curriculum that addresses a common academic core is available to all students. • The curriculum elicits higher order thinking and problem-solving skills from all students at age and developmentally appropriate levels. • The curriculum accommodates the learning needs of all students while maintaining expectations for high academic performance. • The curriculum standards and expectations in all content areas are identified and communicated to all students. • Course offerings provide opportunities for all students to access Kentucky’s <i>Academic Expectations, Program of Studies</i> and <i>Kentucky’s Core Content for Assessment</i>. 	<ul style="list-style-type: none"> • A challenging curriculum that addresses a common academic core is offered to only some students. • Some of the curriculum elicits higher order thinking and problem-solving skills from students at age and developmentally appropriate levels. • The curriculum accommodates the learning needs of only some students and/or does not maintain expectations for high academic performance. • The curriculum standards and expectations in content areas are occasionally identified and communicated to students. • Course offerings provide limited opportunities for all students to access a curriculum that is aligned to Kentucky’s <i>Academic Expectations, Program of Studies</i> and <i>Kentucky’s Core Content for Assessment</i>. 	<ul style="list-style-type: none"> • The curriculum is not challenging or does not provide a common academic core. • The curriculum does not elicit higher order thinking and problem-solving skills from students. • The curriculum does not accommodate the learning needs of students. • The curriculum standards and expectations in content areas are not identified and communicated to students. • Course offerings do not provide opportunity for all students to access a curriculum that is aligned to Kentucky’s <i>Academic Expectations, Program of Studies</i> and <i>Kentucky’s Core Content for Assessment</i>.

ACADEMIC PERFORMANCE STANDARD 2 – CLASSROOM EVALUATION/ASSESSMENT

Standard 2: The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.

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2.1 EVALUATION/ASSESSMENT 2.1a Classroom assessments of student learning are frequent, rigorous and aligned with Kentucky’s core content. <u>Examples of Supporting Evidence:</u> <ul style="list-style-type: none"> • Units of study, lesson plans • School council policy • Samples of classroom assessments • Samples of student work products • Student and staff member interviews • Walkthrough observations • <i>Kentucky’s Core Content for Assessment</i> 	Meets criteria for a rating of “3” on this indicator plus: <ul style="list-style-type: none"> • All assessments are aligned with <i>Kentucky’s Core Content for Assessment</i> and a number of these assessments are also interdisciplinary and multi-modal. • School leaders and other staff members develop and implement a systematic, school-wide classroom assessment program to ensure continuous student progress. • Teacher-designed assessment tasks are standards-based, rigorous, authentic and integrated across content areas. 	<ul style="list-style-type: none"> • All assessments are aligned with <i>Kentucky’s Core Content for Assessment</i>. • The school council adopts a classroom assessment policy and school leadership implements procedures to ensure that classroom assessments are frequent and are consistently used to ensure continuous student progress. • Teacher-designed assessment tasks are intentionally standards-based, rigorous and authentic requiring students to use inquiry, problem-solving and higher-order critical thinking skills at a proficient level. 	<ul style="list-style-type: none"> • Some assessments are aligned with <i>Kentucky’s Core Content for Assessment</i>, but some are based on other content (e.g., textbooks). • School council classroom assessment policy addresses classroom assessments, but either the policy does not require frequent assessments or procedures are not implemented by school leadership requiring the assessments to be used to ensure continuous student progress. • Teacher-designed assessments are not always rigorous and/or authentic. The assessments do not always elicit proficient student work. 	<ul style="list-style-type: none"> • Assessments are not aligned with <i>Kentucky’s Core Content for Assessment</i>. • School council policy does not address classroom assessments. • Teacher-designed assessments are neither rigorous nor authentic.

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2.1b Teachers collaborate in the design of authentic assessment tasks aligned with core content subject matter. <u>Examples of Supporting Evidence:</u> <ul style="list-style-type: none"> • Samples of assessments • Kentucky's <i>Core Content for Assessment</i> • Staff member interviews • Lesson plans • Professional resource materials 	Meets criteria for a rating of “3” on this indicator plus: <ul style="list-style-type: none"> • All teachers within and across all content areas collaborate to design appropriate authentic assessment tasks that are aligned with <i>Kentucky's Core Content for Assessment</i> and informed by current research. • Students and teachers collaborate to design a variety of assessment tasks that require students to provide valid and appropriate demonstrations of what the students should know and be able to do. • School and district leaders model and participate in the collaborative design of assessment tasks. 	<ul style="list-style-type: none"> • Teachers intentionally and regularly collaborate to design appropriate authentic assessment tasks (e.g., exhibits, videos, story boards) that are aligned with Kentucky's Core Content for Assessment. • All assessment tasks require valid and appropriate demonstrations of what students should know and be able to do. Students are provided choice from a range of forms for assessment. • The collaborative design of assessment tasks is ongoing and regularly reviewed with school leadership; appropriate feedback is provided to teachers. 	<ul style="list-style-type: none"> • Teachers sometimes collaborate to design authentic assessment tasks, but the assessments are not always aligned with <i>Kentucky's Core Content for Assessment</i>. • Some assessment tasks require valid and appropriate demonstrations of what students should know and be able to do. Students are not always provided choice in forms of assessment. • The collaborative design of assessment tasks is reviewed with school leadership, but feedback is not provided to teachers. 	<ul style="list-style-type: none"> • Teachers rarely collaborate to design authentic assessment tasks, and the assessments are not aligned with <i>Kentucky's Core Content for Assessment</i>. • Assessment tasks do not require valid and appropriate demonstrations of what students should know and be able to do. • The collaborative design of assessment tasks is neither ongoing nor reviewed with school leadership.

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2.1c Students can articulate the academic expectations in each class and know what is required to be proficient. <u>Examples of Supporting Evidence:</u> <ul style="list-style-type: none"> • Student, staff member and parent/ family member interviews • Rubrics • Student work with rubrics and identified performance expectations identified in common skill areas • Student journals/learning logs • Classroom displays • Walkthrough observations • Student Performance Level Descriptions • Perception survey results • Student questionnaire data 	Meets criteria for a rating of “3” on this indicator plus: <ul style="list-style-type: none"> • Teachers collaborate with students and other teachers to develop clearly defined rubrics for skills and processes to assess what students know and are able to do to be proficient in all content areas. • Students can articulate what they should know and be able to do to be proficient in all content areas, and they can demonstrate connections among academic disciplines. • Students intentionally reflect upon, evaluate, identify areas for improvement in and modify their own performances. Students can communicate these concepts to teachers, parents and peers in student-led conferences. 	<ul style="list-style-type: none"> • Teachers collaborate to develop and use clearly defined rubrics for skills and processes to assess what students know and are able to do to be proficient in all content areas. • Students can articulate what they should know and be able to do to be proficient in each content area. Students can describe the characteristics of quality work. • Students reflect upon and formally evaluate their own performances. Students share their self-evaluations with teachers and peers. 	<ul style="list-style-type: none"> • Some teachers collaborate to develop clearly defined rubrics to assess what students know and are able to do to be proficient in some content areas. • Some students can articulate what they should know and be able to do to be proficient in each content area. • Students reflect upon their work, but do not formally evaluate their own performances. 	<ul style="list-style-type: none"> • Teachers do not collaborate on the development of clearly defined rubrics that provide clear content and performance expectations for students. • Students cannot articulate what they should know and be able to do to be proficient. • Students neither reflect upon nor evaluate their own work.

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<p>2.1d Test scores are used to identify curriculum gaps.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> • Comprehensive school improvement plan • Student Performance Level Descriptions • Classroom evaluation data • Protocols for analyzing student work • Appropriate committee meeting minutes • Career and technical education profile • Kentucky Performance Report disaggregated data 	<p>Meets criteria for a rating of “3” on this indicator plus:</p> <ul style="list-style-type: none"> • The practice of the school ensures a clear process for the ongoing analysis of assessment data from multiple sources to identify curricular issues and gaps. • The school council, school staff members and other stakeholders monitor the implementation of curricular, instructional and assessment modification and provide assistance and support to ensure that the implementation effort is sustained. 	<ul style="list-style-type: none"> • The school council, school staff members and other stakeholders conduct ongoing analysis of the results of multiple assessments (e.g., KCCT, CTBS, classroom), disaggregating the data to determine gaps in the curriculum and instructional implications. • The school council, school staff members and other stakeholders use the results of data analysis to modify curricular, instructional and assessment practices as needed for all students and sub-groups. 	<ul style="list-style-type: none"> • School staff members analyze the results of a single assessment or disaggregation of the data to identify curricular gaps or have only partially identified instructional implications. • School staff members use the results of data analysis for communications purposes, but not to modify curricular, instructional and assessment practices. 	<ul style="list-style-type: none"> • School staff members do not conduct a curricular gap analysis. • School staff members do not use the results of data analysis.

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<p>2.1e Multiple assessments are specifically designed to provide meaningful feedback on student learning for instructional purposes.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> • Comprehensive school improvement plan • Open-response questions, culminating events/performance tasks/projects, teacher developed tests with accompanying scoring guides • Documentation of professional development days/release time • Units of study/lesson plans and the accompanying assessment tasks • Staff member and student interviews • Student questionnaire data 	<p>Meets criteria for a rating of “3” on this indicator plus:</p> <ul style="list-style-type: none"> • There are opportunities for students to design ways to demonstrate learning based on multiple intelligences and preferred learning styles. • Multiple forms of classroom assessments are analyzed by instructional staff members and students to determine necessary instructional modifications that will ensure student learning at the proficient level across content areas. • Students receive meaningful, ongoing feedback from a variety of sources (e.g., staff members, family members, peers) on their performances and use the feedback to continuously strengthen future performances. 	<ul style="list-style-type: none"> • There are multiple opportunities for students to choose ways in which they demonstrate learning based on multiple intelligences and preferred learning styles. • Multiple forms of classroom assessments are analyzed to determine necessary instructional modifications (e.g., resources, timeframes for learning, lesson plans, units of study) that will ensure student learning at the proficient level. • Students receive meaningful feedback from teachers and are encouraged to use the feedback to continuously strengthen future performances. 	<ul style="list-style-type: none"> • There are occasional opportunities for students to choose ways in which they demonstrate learning based on multiple intelligences and preferred learning styles. • There is a limited variety of classroom assessment tasks, and they are only occasionally analyzed to determine necessary instructional modifications. • Students do not always receive meaningful feedback that enables them to improve future performances. 	<ul style="list-style-type: none"> • There is no opportunity for students to choose ways in which they demonstrate learning. • Classroom assessment tasks are not analyzed for impact on instruction. • Students receive no meaningful feedback on their performances.

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<p>2.1f Performance standards are clearly communicated, evident in classrooms and observable in student work.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> • Example of assessment tasks with rubrics and student work. • Student performance models • Teacher and student interviews • Rubrics posted in classrooms • Student Performance Level Descriptions 	<p>Meets criteria for a rating of “3” on this indicator plus:</p> <ul style="list-style-type: none"> • Teachers use performance standards and performance level descriptions to collaborate with students and other teachers to develop clearly defined rubrics prior to assignments/assessments. • Models of actual student performances and teacher-developed examples are shared across content areas and grade levels. School leadership provides support to teachers to ensure school-wide implementation of strategies to improve student performance. • Teachers, students and other instructional staff members collaborate to design classroom assessment tasks across content areas that allow students to demonstrate characteristics of rigorous work as described in performance standards and the performance level descriptions. • Student assessment tasks are designed to be age and developmentally appropriate and are designed with input from the students. • By school policy and practice, teachers and other staff members engage in regular and meaningful two-way communication with families about student progress. 	<ul style="list-style-type: none"> • Teachers use performance standards and performance level descriptions to develop clearly defined rubrics that are shared with students prior to assignments/assessments. • Models of actual student performances and teacher-made examples are used to clarify the task and to show distinctions between the levels of performance. Strategies for improving student performance are regularly identified, discussed, implemented in the classroom and observable in student work. • Classroom assessment tasks allow students to demonstrate characteristics of rigorous work as described in performance standards and the performance level descriptions. • Student assessment tasks are designed to be age and developmentally appropriate. • School leadership ensures that teachers provide regular and meaningful communication to families about student progress. 	<ul style="list-style-type: none"> • Teachers occasionally use performance standards and performance level descriptions to develop clearly defined rubrics and/or the rubrics are seldom shared with students. • Models of actual student performances and teacher-made examples are occasionally used to clarify the task and to show distinctions in the levels of performance. Strategies for improving student performance are identified and discussed, but are not always implemented in the classroom or observable in student work. • Classroom assessment tasks sometimes allow students to demonstrate characteristics of rigorous work as described in performance standards and the performance level descriptions. • Student assessment tasks are not always designed to be age and developmentally appropriate. • The school leadership expects teachers to communicate with families about student progress on a regular basis, but the practice is not implemented. 	<ul style="list-style-type: none"> • Performance standards and performance level descriptions are not used to develop rubrics and/or rubrics are not shared with students. • Models of student performances are not used to clarify the task or to show the distinctions in the levels of performance. • Classroom assessment tasks do not allow students to demonstrate characteristics of rigorous work as described in performance standards and the performance level descriptions. • Student assessment tasks are not designed to be age and developmentally appropriate. • The school leadership does not expect teachers to communicate with families about student progress beyond the traditional reporting of grades.

Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<p>2.1g Implementation of the state-required Assessment and Accountability Program is coordinated by school and district leadership.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> • Local board of education policies • Testing schedules • Examples of communications about the state assessment • Staff member, student and parent/family member interviews • Signed Administration Code documents • Individual education plans/504 Plan/Program Services Plans • School Report Card 	<p>Meets criteria for a rating of “3” on this indicator plus:</p> <ul style="list-style-type: none"> • School/district leadership has a process for ongoing monitoring and assistance for the ethical administration of the state’s assessment and accountability system. • School/district leadership monitors the implementation of the policies and operational procedures that address the state’s assessment and accountability system. • School/district leadership develops a testing schedule and communicates that schedule and comprehensive information explaining the purposes of assessment to staff members, students, parents/family members and community members. • School/district leadership supports teachers in their efforts to seamlessly integrate the use of assessment accommodations for individual students into the instructional program of eligible students. 	<ul style="list-style-type: none"> • School/district leadership provides training on the administration of and ethical procedures for the state assessment program (e.g., testing practices, testing schedule, inclusion of special populations) for all persons involved in the process. • The local school board adopts policies, and school and district leadership implement operational procedures that address the state’s assessment and accountability system. • School/district leadership develops a testing schedule and communicates that schedule and comprehensive information that explains the purposes of assessment to staff members, parent/family members and students. • Assessment accommodations for individual students follow state regulations. 	<ul style="list-style-type: none"> • School/district leadership conducts a meeting with test administrators and provides copies of administrative and ethics procedures for the state assessment program. • The local school board addresses the state’s assessment and accountability system in their policies or operational procedures, but the policies and procedures are not implemented. • School/district leadership provides general information, but few details, about the purposes of assessment or the testing schedule to teachers and students. • Assessment accommodations for individual students do not always follow state regulations. 	<ul style="list-style-type: none"> • School/district leadership distributes copies of administration and ethics procedures of the state assessment program to the staff. • The local school board does not have policies or operational procedures that address the state’s assessment and accountability system. • School/district leadership provides no information about the assessment. • Assessment accommodations for individual students are not provided, or are provided for ineligible students.

Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<p>2.1h Samples of student work are analyzed to inform instruction, revise curriculum and pedagogy, and obtain information on student progress.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> • Staff member and student interviews • Samples of classroom assessments • Student working folders/portfolios • Results of analysis of student work • Student Performance Level Descriptions • Documentation of professional development days/release time 	<p>Meets criteria for a rating of “3” on this indicator plus:</p> <ul style="list-style-type: none"> • All teachers are proficient in and consistently implement the use of protocols for analyzing student work across all content areas and grade levels. • Student work is regularly analyzed by teachers and students using performance level descriptions, and the results of this analysis are applied to inform curricular decision-making and to make connections within and beyond the implemented curriculum. • Teachers collaborate across all content areas and grade levels to analyze student work to inform and revise instruction, curriculum, pedagogy and classroom assessment and to enhance student achievement. • Students complete culminating performances as a demonstration of their growth over time. 	<ul style="list-style-type: none"> • Teachers have received training in and regularly implement protocols for analyzing student work across all content areas and grade levels. • Student work is regularly analyzed by teachers and students using performance level descriptions, and the results of this analysis consistently informs teaching and learning. • Teachers collaborate within content areas and/or grade levels to analyze student work to inform and revise instruction, curriculum, pedagogy and assessment. • Teachers use student profiles and/or portfolios in all content areas as a way to measure student growth over time. 	<ul style="list-style-type: none"> • Some teachers have received training in protocols for analyzing student work in some content areas and grade levels, but the protocols are not always implemented. • Student work is occasionally analyzed, but results of the analysis do not consistently impact teaching and learning. • Some teachers analyze student work to revise instruction, curriculum and assessment. • Some teachers use student profiles and/or portfolios as a way to measure student growth over time. 	<ul style="list-style-type: none"> • Teachers have not received training in protocols for analyzing student work. • Student work is not analyzed. • Teachers do not analyze the student work to impact and revise instruction, curriculum and assessment. • Student profiles and/or portfolios are not used to measure student growth over time.

ACADEMIC PERFORMANCE STANDARD 3 - INSTRUCTION

Standard 3: The school’s instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic performance.

Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<p>3.1 INSTRUCTION</p> <p>3.1a There is evidence that effective and varied instructional strategies are used in all classrooms.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none">• Comprehensive school improvement plan• Lesson plans/units of study• Student work• Student questionnaire data• Perception data• Staff member and student interviews• School council policies• Walkthrough observations• Student journals/learning logs	<p>Meets criteria for a rating of “3” on this indicator plus:</p> <ul style="list-style-type: none">• The school council commits time (e.g., participates in training, classroom observations and research review) to study effective and varied instructional practices to inform their policy.• District leadership provides multiple forms of support that allow teachers to research and implement into their classrooms a variety of effective, student-centered, culturally responsive instructional strategies.• Classroom instruction accommodates various learning styles, multiple intelligences and brain research. Instruction is monitored to determine its effectiveness for diverse learners and modified as necessary.• Classroom activities require all students to use inquiry learning as well as higher-order thinking and problem solving skills.• As a result of content area and interdisciplinary connections that are implemented in classrooms, students are able to extend and apply knowledge and skills in new learning environments.• Teachers collaborate to develop standards-based, culturally responsive courses, units of study and lessons across content areas.	<ul style="list-style-type: none">• The school council has adopted instructional practices policy and school leadership implements procedures to ensure effective and varied instructional practices in the classroom.• Teachers use a variety of student-centered, culturally responsive instructional strategies (e.g., cooperative learning, learning centers, hands-on activities) that current research indicates a high likelihood of effectiveness.• Classroom instruction routinely accommodates various learning styles, multiple intelligences and brain research.• Classroom activities require all students to use higher-order thinking and problem-solving skills.• Content area and interdisciplinary connections are intentionally planned, implemented and observed in classroom instruction.• Courses, units of study and lessons are standards-based and culturally responsive, requiring students to focus on guiding and essential questions.	<ul style="list-style-type: none">• The school council has an instructional practices policy, but the policy is either inadequate or is not fully implemented to ensure effective and varied instructional practices in the classroom.• Some teachers use student-centered instructional, culturally responsive strategies while others primarily use teacher-directed strategies (e.g., lectures, whole-group instruction, worksheets).• Classroom instruction sometimes accommodates various learning styles, multiple intelligences and brain research.• Classroom activities sometimes require students to use higher-order thinking or problem-solving skills.• Content area and interdisciplinary connections are sometimes implemented, but are not intentionally planned as part of instruction.• Some courses, units of study and lessons are standards-based and/or culturally responsive.	<ul style="list-style-type: none">• The school council does not have an instructional practices policy.• Teachers use only teacher-directed instructional strategies.• Classroom instruction does not accommodate various learning styles, multiple intelligences and brain research.• Classroom activities require students to memorize facts and details, but use little or no higher-order thinking or problem solving skills.• Teachers may include connections within their content areas, but they do not make interdisciplinary connections.• Courses, units of study and lessons are neither standards-based nor culturally responsive.

Indicator	Ratings of Performance			
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3.1b Instructional strategies and learning activities are aligned with the district, school and state learning goals, and assessment expectations for student learning. <u>Examples of Supporting Evidence:</u> <ul style="list-style-type: none"> • Lesson plans/units of study • Course syllabi • Staff member and student interviews • Walkthrough observations 	Meets criteria for a rating of “3” on this indicator plus: <ul style="list-style-type: none"> • District leadership provides multiple forms of support that assists teachers in the design and/or selection of instructional strategies that are aligned to the school curriculum, make connections across content areas and/or grade levels and seamlessly integrate pertinent assessment expectations for student learning. • In addition to requiring assessment tasks that mirror those found on CATS, learning activities further require students to complete assessment tasks similar to those on national assessments (e.g., SAT, ACT, PSAT). 	<ul style="list-style-type: none"> • Selection of instructional strategies is informed by analysis of the results of continuous assessment, standards-based units of study and current research. The instructional strategies are aligned to the school curriculum, which is based on the learning goals of the school, district and state. • Learning activities routinely require students to complete assessment tasks similar to those on the state assessment (e.g., open-response questions, experiences with various types of reading, converting data to graphs). 	<ul style="list-style-type: none"> • Instructional strategies are sometimes aligned to the school curriculum. • Some learning activities require students to complete assessment tasks similar to those on the state assessment. 	<ul style="list-style-type: none"> • Instructional strategies are aligned to the textbook and are not linked to the school curriculum. • Learning activities do not require students to complete assessment tasks similar to those on the state assessment.

Indicator	Ratings of Performance			
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3.1c Instructional strategies and activities are consistently monitored and aligned with the changing needs of a diverse student population to ensure various learning approaches and learning styles are addressed. <u>Examples of Supporting Evidence:</u> <ul style="list-style-type: none"> • Lesson plans/units of study • Classroom observations • Student work • Staff member and student interviews • Perception survey results • Student journals/learning logs 	Meets criteria for a rating of “3” on this indicator plus: <ul style="list-style-type: none"> • School leadership and students collaborate to design a systematic process for ongoing monitoring of the effectiveness of instructional strategies and activities. Students provide feedback to teachers who use that feedback to modify instruction as necessary to meet the needs of the school’s diverse student population. • Instructional strategies, activities and content intentionally elicit student products that demonstrate various learning styles, multiple intelligences and brain research. 	<ul style="list-style-type: none"> • School leadership monitors classroom instruction on an ongoing basis to ensure that teachers plan and modify instruction to meet the needs of a diverse student population. • Instructional strategies, activities and content are intentionally responsive to various learning needs and learning styles of students, intentionally addressing multiple intelligences and brain research. 	<ul style="list-style-type: none"> • School leadership monitors classroom instruction, but does not always provide feedback to teachers that would assist them in their efforts to modify instruction to meet the needs of a diverse student population. • Instructional strategies and activities may be responsive to the learning needs and learning styles of some students, but they are not intentionally planned to do so. 	<ul style="list-style-type: none"> • School leadership does not monitor classroom instruction. • Instructional strategies and activities are not responsive to the learning needs or learning styles of students.

Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
3.1d Teachers demonstrate the content knowledge necessary to challenge and motivate students to high levels of learning. <u>Examples of Supporting Evidence:</u> <ul style="list-style-type: none"> • Walkthrough observations • Local Educator Assignment Data report • Master schedule • List of teacher certifications • Individual growth plans • Units of study/lesson plans with examples of classroom assessments • Student and staff member interviews • Student work • Kentucky Performance Report 	Meets criteria for a rating of “3” on this indicator plus: <ul style="list-style-type: none"> • School leadership recruits and provides financial incentives to retain teachers who are either already National Board certified or who agree to immediately seek such certification. The local board of education and district leadership assists school leadership in this effort. • A number of teachers seek National Board Certification or other forms of professional recognition in their designated field. • Teachers and administrators collaborate in a school-wide professional development program, including coaching and mentoring, that updates their content knowledge and current professional practices to challenge and motivate students to high levels of learning. 	<ul style="list-style-type: none"> • School leadership intentionally recruits and retains a diverse staff of highly qualified personnel certified to teach in their assigned areas and/or grade levels. • All teachers are appropriately certified. • All teachers participate in sustained, classroom-focused professional development that updates their content knowledge and current professional practices to challenge and motivate students to high levels of learning. 	<ul style="list-style-type: none"> • School leadership recruits personnel certified to teach in their assigned areas and/or grade levels, but recruitment is not intentionally focused on hiring and retaining a diverse and highly qualified professional staff. • Few teachers are not appropriately certified. • Teachers participate in the required hours of professional development, but the professional development does not always update their content knowledge and current professional practices. 	<ul style="list-style-type: none"> • School leadership does not recruit personnel who are certified to teach in their assigned areas or grade levels. • Many teachers are not appropriately certified. • Teachers do not participate in professional development that updates their content knowledge and professional practices.

Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
3.1e There is evidence that teachers incorporate the use of technology in their classrooms. <u>Examples of Supporting Evidence:</u> <ul style="list-style-type: none"> • Lesson plans/units of study • Perception survey results • Student and staff member interviews • Walkthrough observations • District Technology plan • School council policy • Samples of student work and products 	Meets criteria for a rating of “3” on this indicator plus: <ul style="list-style-type: none"> • Teachers, students and other instructional staff members effectively use a variety of technology to extend learning, increase productivity and create products for various purposes, audiences and situations. • Community resources are identified and partnerships formed to expand technology from the classroom into the community. • The school makes its technological resources available to community stakeholders during hours beyond the regular school day. • The local board of education provides extensive technological resources to the school that allows technology to be effectively used in instruction. • Principals collaborate with teachers to research the effectiveness of various instructional technology systems and select those with the greatest potential of enhancing student achievement. 	<ul style="list-style-type: none"> • Teachers appropriately use technology as an integral part of instruction in all content areas (e.g., research, product development, data organization) and support students in making choices in the use of technology to extend their learning and create products for various purposes, audiences and situations. • Technology is regularly used to expand the classroom into the community (e.g., cable television, Web Quest, international electronic pen pals, virtual tools). • Technology is readily available and equitably accessible to all students, and they are encouraged to use it as a way to demonstrate learning. • The school council has established policy and school leadership has implemented procedures that define the effective use of technology in instruction. • Principals evaluate the effective use of technology for instructional purposes during classroom observations and walkthroughs. Feedback and support are provided to teachers to assist them in modifying their instructional technology practices. 	<ul style="list-style-type: none"> • Teachers use technology as a part of instruction, but the technology is not seamlessly integrated into instruction across content areas. • Technology sometimes expands the classroom into the community. • Technology is available to students, but the accessibility is either limited or inequitable. • The school council has a technology policy, but it either does not address the instructional impact of technology, or is not implemented. • Principals expect teachers to use technology for instructional purposes, but the instructional use is neither monitored nor supported. 	<ul style="list-style-type: none"> • Teachers do not use technology for instructional purposes. • Teachers do not use technology to expand the classroom into the community. • Technology is not readily available or accessible to students. • The school council does not have a technology policy. • Teachers are not expected to use technology for instructional purposes.

Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
3.1f Instructional resources (textbooks, supplemental reading, technology) are sufficient to effectively deliver the curriculum. <u>Examples of Supporting Evidence:</u> <ul style="list-style-type: none"> • Textbooks/instructional resources purchasing plan/curriculum documents • Perception survey results • Student and staff member interviews • Walkthrough observations • Media center inventory • School budget/allocations 	Meets criteria for a rating of “3” on this indicator plus: <ul style="list-style-type: none"> • Community stakeholders form ongoing partnerships with the school and district to provide electronic and printed instructional resources (e.g., virtual library, public libraries, educational television, local historic sites) to effectively deliver the curriculum and support learning in the classrooms. • Extensive resources are available in all content areas to support the school’s implemented curriculum. • The school’s collection of instructional resources throughout the school and in all classrooms is evaluated in the context of the curriculum, current research and the needs of students and is regularly expanded as necessary in order to be responsive to the diversity of the students and to ensure that resources are current and proven to further student learning. • The selection of instructional resources is research-informed to ensure that the selected resources are age and developmentally appropriate and differentiated to address the individual learning styles of the school’s diverse student population. • The media center provides an extensive variety of current and appropriate instructional resources to enhance the school’s implemented curriculum and support the needs of the entire school community. 	<ul style="list-style-type: none"> • A sufficient variety of current electronic and printed instructional resources (e.g., digitized textbooks, voice to text) supplements instruction and learning in classrooms. • Instructional resources are sufficient in all content areas to support the school’s implemented curriculum. • Instructional resources responsive to the diversity of students are selected and purchased after a thorough review of the considered materials. The school’s collection of instructional resources is routinely reviewed, and items are replaced as necessary. • Instructional resources are age and developmentally appropriate for all students. • The media center provides current and appropriate instructional resources to support the school’s implemented curriculum and the diverse needs of students. 	<ul style="list-style-type: none"> • A limited variety of current instructional resources supplements instruction and learning in most classrooms. • Instructional resources are sufficient in some content areas to support the school’s implemented curriculum. • Some of the instructional resources appropriately reflect diversity. • Some of the instructional resources are age and/or developmentally appropriate. • The media center provides current and appropriate instructional resources to support some areas of the school’s implemented curriculum. 	<ul style="list-style-type: none"> • The textbook is the primary instructional resource used in most classrooms. • Instructional resources are not available to support the school’s implemented curriculum. • Instructional resources do not appropriately reflect diversity. • Instructional resources are not age and/or developmentally appropriate. • The media center does not provide current and appropriate instructional resources to support the school’s implemented curriculum.

Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
3.1g Teachers examine and discuss student work collaboratively and use this information to inform their practice. <u>Examples of Supporting Evidence:</u> <ul style="list-style-type: none"> • Meeting minutes • Staff member interviews • Perception survey results • Lesson plans/units of study with feedback • Summaries of analysis of student work 	Meets criteria for a rating of “3” on this indicator plus: <ul style="list-style-type: none"> • All teachers are proficient in and consistently implement the use of protocols for analyzing student work across all content areas and grade levels. • Teachers and administrators meet regularly to collaboratively analyze student work, identifying individual student strengths and weaknesses and next steps for instruction. • Teachers collaboratively develop interdisciplinary open-response items similar to those found on CATS. The student responses to these items are analyzed to determine the quality of the prompts, degree of student engagement and proficiency of student performance. • Students collaborate with teachers and peers to analyze their own work and provide feedback to the teachers based on the results of such analysis. Teachers use this feedback to inform their decision-making to improve their instructional practice. 	<ul style="list-style-type: none"> • Teachers have received training in and regularly implement protocols for analyzing student work across all content areas and grade levels. • Teachers meet regularly and collaboratively analyze student work (including writing samples) in all content areas, identifying individual student strengths and needs to make instructional decisions. • Teachers collaboratively analyze student responses from released items to inform instructional practice and to improve student performance. • Individual teachers regularly analyze the work of their own students, using the analysis results to inform their instructional practice. The school leadership provides assistance to teachers through mentoring, coaching and conferencing opportunities. 	<ul style="list-style-type: none"> • Some teachers have received training in protocols for analyzing student work in some content areas and grade levels, but the protocols are not always implemented. • Teachers meet occasionally to review student work, but results of the analysis do not always inform instructional practices. • Teachers collaboratively analyze student responses from released items. Results of the analysis are not always used to inform instructional practices. • Individual teachers analyze the work of their students. Results of the analysis are not always used to inform instructional practice, and/or school leadership does not provide assistance to teachers in the process. 	<ul style="list-style-type: none"> • Teachers have not received training in protocols for analyzing student work. • Teachers do not meet to analyze student work. • Teachers do not analyze student responses from released items. • Individual teachers do not analyze the work of their students.

Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
3.1h There is evidence that homework is frequent and monitored and tied to instructional practice. <u>Examples of Supporting Evidence:</u> <ul style="list-style-type: none"> • School council policies and meeting minutes • Lesson plans/units of study • Perception survey results • Staff member, student and parent/ family member interviews • Walkthrough observations • Student homework with teacher feedback 	Meets criteria for a rating of “3” on this indicator plus: <ul style="list-style-type: none"> • Students and teachers conference on the purpose of homework and the relationship between homework and class work. Students view homework as an extension of their learning and offer suggestions to teachers on different types of homework that would extend and deepen their knowledge and skills. • Teachers collaborate to design homework within and across content areas and grade levels that is part of their curriculum mapping process and unit design and that is linked to the content and skills of the school’s curriculum and clearly defined performance standards. • Instructional follow-up, teacher feedback and opportunities for student self- and peer- evaluations, focusing on content and performance standards, are provided for all homework assignments. Teachers use feedback from homework assignments to inform their decision-making to improve their instructional practice. • Students and teachers provide formal feedback to the school council and to school leadership on the efficacy of the homework policy and procedures as a systematic process to enhance student learning. The school council considers the feedback when reviewing policy. 	<ul style="list-style-type: none"> • Students can articulate the purpose of homework and the relationship between class work and homework and view homework as essential to their learning. • Homework in all classrooms is monitored and frequent and intentionally extends student learning and provides opportunities for authentic application. • Instructional follow-up and specific, timely teacher feedback, focusing on content and performance standards, are provided to individual students for all homework assignments. • The school council has adopted a homework policy and school leadership has fully implemented procedures regarding homework. 	<ul style="list-style-type: none"> • Students can sometimes articulate the purpose of homework (e.g., practice on previously introduced content and skills, preparation for new learning, elaboration) and the relationship between homework and class work, but the purpose and relationship are not always clear. • Homework in some classrooms is monitored and frequent, extends student learning and connects to real world experiences. • Instructional follow-up or specific teacher feedback is sometimes provided for homework assignments for individual students. • The school council has adopted a homework policy, and school leadership has established procedures regarding homework, but the procedures are not fully implemented. 	<ul style="list-style-type: none"> • Few students can articulate the relationship between class work and homework. • Homework does not extend student learning. • Instructional follow-up for homework is not provided. • The school council does not have a homework policy.

LEARNING ENVIRONMENT STANDARD 4 – SCHOOL CULTURE

Standard 4: The school/district functions as an effective learning community and supports a climate conducive to performance excellence.

Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
4.1 SCHOOL CULTURE 4.1a There is leadership support for a safe, orderly, and equitable learning environment (e.g., culture audits/school opinion surveys). <u>Examples of Supporting Evidence:</u> <ul style="list-style-type: none"> • School/district safety plan • Student/parent/staff handbooks • Emergency drill plans • School climate/culture audits • School accident/student health reports • Discipline infraction records • Attendance records • Student, parent, school staff and district staff interviews • Facility inspection reports • Health department inspection reports • Fire marshall reports • Student discipline reports • Comprehensive school improvement plan • School council policies and meeting minutes • Facility work orders • Walkthrough observations • Staff extra-duty schedule • Safe schools data reports 	Meets criteria for a rating of “3” on this indicator plus: <ul style="list-style-type: none"> • Community members (e.g., architects, facility experts, emergency support personnel) provide proactive assistance, guidance and support to schools in an effort to ensure a safe, healthy, orderly and equitable learning environment. • School leadership collaborates with community representatives to design policy and identify procedures that ensure a safe, healthy, orderly and equitable learning environment. • In order to provide an orderly learning environment, school leadership collaborates with community, family and student representatives to establish and implement policies and operational procedures to minimize disruptions to instruction. • Peer adjudication and community justice systems are active partners with school leadership in the equitable application of academic and behavior standards. • District and school leadership regularly conduct joint walkthroughs of the school to collect ongoing data concerning the learning environment and establish a feedback loop on safety, health, order and equity issues. 	<ul style="list-style-type: none"> • The physical structures and condition of the school provide all students and staff members with a safe, healthy, orderly and equitable learning environment. • The school council adopts a classroom management and discipline policy and school leadership implements procedures to provide a safe, healthy, orderly and equitable learning environment. • In order to provide an orderly learning environment, school leadership establishes policies and implements operational procedures to minimize disruptions to instruction. • Academic and behavior standards are well defined, clearly communicated to students and equitably applied throughout the learning environment. • Learning environment data are regularly collected through various means (e.g., culture/climate surveys, opinion surveys) and analyzed for use in planning and decision-making to provide a safe, healthy, orderly and equitable learning environment. 	<ul style="list-style-type: none"> • The physical structures of the school generally provide students and staff with a safe, healthy, orderly and equitable learning environment, but areas of the physical structure need improvements. • The school council adopts a classroom management and discipline policy to provide a safe, healthy, orderly and equitable learning environment, but either the policy is inadequate or school leadership does not fully implement procedures congruent with the policy. • School leadership has established operational procedures to minimize disruptions, but the procedures are not always enforced. • Academic and/or behavior standards are defined, but may not be clearly communicated to students or equitably applied. • Learning environment data are not collected on a regular basis, or the data are not analyzed for use in planning and decision-making. 	<ul style="list-style-type: none"> • The physical structures of the school do not provide a safe, healthy, orderly and equitable learning environment. • School council policy does not address the establishment of a safe, healthy, orderly and equitable learning environment. • School leadership has not established operational procedures to minimize disruptions. • Academic and behavior standards have not been well defined, clearly communicated to students and/or equitably applied. • Learning environment data are not collected.

Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
4.1b Leadership creates experiences that foster the belief that all children can learn at high levels in order to motivate staff to produce continuous improvement in student learning. <u>Examples of Supporting Evidence:</u> <ul style="list-style-type: none"> • Comprehensive school improvement plan • Faculty meeting agenda • School mission, belief and vision statements • Documentation of professional development days/released time • Student, staff member, parent/family member and community member interviews • Perception survey results • School calendar showing motivational and celebratory events • Classroom observations • Individual education plans/504 plans • Lesson plans • Classroom assessments 	Meets criteria for a rating of “3” on this indicator plus: <ul style="list-style-type: none"> • The practice of school leadership includes support for learning during extracurricular and co-curricular activities. • Family members, business leaders and other community members establish collaborative partnerships to design, initiate and sustain authentic learning experiences in support of student learning. • School leadership establishes a learning community and safe environment in which teachers can openly share successes and failures and constructively analyze and criticize practices and procedures. • School leadership implements a systematic process to ensure continuous school-wide improvement and higher student achievement. 	<ul style="list-style-type: none"> • The practice of school leadership demonstrates a commitment to high academic expectations for all students. • School leaders and staff members facilitate ongoing learning experiences intended to encourage family members, business leaders and other community members to share in the school’s vision of student learning. • School leadership provides opportunities for teachers to regularly share their innovations (e.g., novel instructional strategies, effective resources, technology integration) that have resulted in higher student achievement. • School leadership establishes and sustains a focus on continuous improvement in student learning. 	<ul style="list-style-type: none"> • School leadership claims a commitment to high academic expectations for all students, but does not demonstrate that commitment in practice. • School leaders and staff members make limited efforts to share the school’s vision of student learning with other stakeholders. • School leadership provides limited opportunities for teachers to share innovations that have resulted in higher student achievement. • School leadership generally emphasizes continuous improvement in student learning, but may not do so on a regular or consistent basis. 	<ul style="list-style-type: none"> • School leadership does not have a commitment to high academic expectations for all students. • School leaders and staff make no effort to share the school’s vision of student learning with other stakeholders. • Teachers do not share success stories, even when opportunities are available. • School leadership does not have a focus on continuous improvement in student learning.

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4.1c Teachers hold high expectations for all students academically and behaviorally, and this is evidenced in their practice. <u>Examples of Supporting Evidence:</u> <ul style="list-style-type: none"> • Lesson plans • Walkthrough observations • Student, parent and staff interviews • School discipline plan/classroom management plan • Student and parent handbooks • Posted behavior standards • Posted academic standards and rubrics • Perception survey results • School council policy • Individual growth plans • Team/department/committee meeting agenda/minutes • Master schedule/use of instructional time • Student work • Library/media center usage • Extra-curricular and co-curricular program schedule • Kentucky Performance Report • Safe schools data reports 	Meets criteria for a rating of “3” on this indicator plus: <ul style="list-style-type: none"> • Students and staff members collaborate to establish, sustain and demonstrate in practice school-wide high academic expectations that are applicable to all. • Students and staff members collaborate to research and adopt an effective program of school-wide student behavior that emphasizes self-discipline and responsibility. 	<ul style="list-style-type: none"> • Teachers set high academic expectations for all students, challenge the students to set high expectations for themselves and provide the structure and support to ensure student success. • Standards of student behavior are collaboratively developed, clearly communicated to stakeholders and equitably applied to all students. 	<ul style="list-style-type: none"> • Teachers set high academic expectations for some students, but not all. • Standards of behavior are developed by staff members and communicated to students, but not equitably applied. 	<ul style="list-style-type: none"> • Teachers do not set high academic expectations for students. • Standards of behavior exist, but are neither communicated to students nor equitably applied.

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<p>4.1d Teachers and non-teaching staff are involved in both formal and informal decision-making processes regarding teaching and learning.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> • Comprehensive school improvement plan • Staff interviews • School council/committee/faculty meeting agenda/minutes • Walkthrough observations • Employee handbooks • Organizational charts • Work schedules • Job descriptions • Staff development agenda 	<p>Meets criteria for a rating of “3” on this indicator plus:</p> <ul style="list-style-type: none"> • The mission and belief statements of the school are the decision-making filter and compass for staff members, students and family members in the work of the school. • Structures and systems maximize the potential for staff members to be collegially self-directed and empowered in both formal and informal decision-making regarding teaching and learning. • Non-teaching staff members collaborate with the teaching staff to expand the scope of their areas of responsibility to include teaching and learning experiences (e.g., safety discussions, health issues, reading buddies). 	<ul style="list-style-type: none"> • All staff members are knowledgeable of and make decisions guided by the school’s mission and belief statements. • Structures and systems are effectively implemented to promote collaboration and collegiality in both formal (committee structure) and informal decision-making regarding teaching and learning. • Non-teaching staff members establish a professional learning community with teaching staff members to resolve challenges in their areas of responsibility (e.g., scheduling of routine maintenance/housekeeping to avoid disruption to instruction, maintaining “learning” bulletin boards in the cafeteria) to contribute to a positive learning environment for students. 	<ul style="list-style-type: none"> • Staff members are aware of the school’s mission and belief statements, but the statements do not always guide decision-making. • Decision-making structures and systems are in place but are not effectively implemented to promote collaboration and collegiality among staff members regarding teaching and learning. • Non-teaching staff members cooperate with teaching staff members when making decisions in their areas of responsibility that contribute to a positive learning environment for students. 	<ul style="list-style-type: none"> • Decision-making is not guided by the school’s mission and belief statements. • Decision-making structures and systems to promote collaboration and collegiality among staff members regarding teaching and learning either do not exist or are not implemented. • Non-teaching staff members do not consider teaching and learning when making decisions in their areas of responsibility.

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4.1e Teachers recognize and accept their professional role in student success and failure. <u>Examples of Supporting Evidence:</u> <ul style="list-style-type: none"> • Staff member, student and parent/family member interviews • School council policies • Professional resources • Samples of student evaluations of teachers • Kentucky Performance Reports and trend data • Documentation of professional development days/release time • Lesson plans/units of study 	Meets criteria for a rating of “3” on this indicator plus: <ul style="list-style-type: none"> • School council policy establishes clear guidelines and support structures for teachers and administrators to study, understand and act upon the role of teacher efficacy in student success. • School leadership expects teachers to recognize and accept their professional role in student success and failure and provides opportunities for teachers to study the connection between instructional practices and student success and consider that connection in the design of their instruction. • Students collaborate to design instruments to be used for school-wide evaluation of the instructional performance of the teachers and the curriculum of the school, resulting in instructional and curricular modifications to better meet the diverse needs of students. 	<ul style="list-style-type: none"> • School council policy acknowledges the link between teacher efficacy and student achievement and sets the procedures that teachers and administrators use to systematically review and revise instructional practice based on student performance. • Teachers acknowledge and strengthen the impact of their instructional effectiveness on the success of their students by regularly reflecting on and changing their classroom practices as needed. • Teachers provide students with opportunities to evaluate the instructional performance of the teachers and use the feedback to improve their classroom practice as needed. 	<ul style="list-style-type: none"> • School council policy acknowledges the link between teacher efficacy and student performance, but either clear procedures are not set for staff members to use student performance when reviewing and revising teacher practice, or the staff members do not implement the procedures. • Teachers occasionally reflect on the impact of their instruction on the success of their students, but either the reflection is not a regular occurrence or does not lead to a change in classroom practices. • Some teachers provide students with opportunities to evaluate their instructional performance, but opportunities (e.g., only at the end of the school year, only in certain classes) are limited. 	<ul style="list-style-type: none"> • There is no school council policy linking teacher efficacy and student performance. • Teachers do not reflect on the impact of their instruction on the success of their students as a way to improve student achievement. • Teachers do not provide students with opportunities to evaluate the instructional performance of teachers.

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4.1f The school intentionally assigns staff to maximize opportunities for all students to have access to the staff’s instructional strengths. <u>Examples of Supporting Evidence:</u> <ul style="list-style-type: none"> • Master schedule • Class rosters • Enrollment data • School council policies and meeting minutes • Parent, student and staff member interviews • Student schedules • Daily schedules • Lesson plans • Records of teacher certification/ experience • Student/teacher ratio • Class offerings/course descriptions • Kentucky Performance Report 	Meets criteria for a rating of “3” on this indicator plus: <ul style="list-style-type: none"> • Alternative scheduling options are designed and implemented to ensure that all students have equitable access to all classes regardless of cultural background, physical abilities, socio-economic status and intellectual abilities. • Students self-monitor their progress toward learning goals and collaborate with staff members to adjust flexible groupings. • The district provides additional fiscal resources beyond those required by the funding formula to lower student/teacher ratio below that required by school council policy. • School council policy requires that decisive changes in staffing assignments, as well as the inclusion of community resources, be made based upon student achievement data in order to capitalize on the in-depth knowledge of specific persons on a variety of content. School and district leadership teams collaborate to discuss effective and ineffective master schedules to inform this change process. 	<ul style="list-style-type: none"> • Students have equitable access to all classes regardless of cultural background, physical abilities, socio-economic status and intellectual abilities. • Student groupings are created based on instructional needs and provide for flexible grouping and regrouping with continuous assessment and adjustment that allows the strengths of staff to be matched with the needs of students. • The school council has adopted policy and school leadership has implemented a staffing procedure that ensures an effective student/teacher ratio for meeting the needs of all students. • The school council has adopted policy and school leadership has implemented a procedure requiring a flexible master schedule that allows teaching assignments to be adjusted in order to maximize the impact of the strengths of specific teachers on student learning. 	<ul style="list-style-type: none"> • Most students have equitable access to classes, but priority has not been given to students with disabilities when assigning classroom space. • Student groupings are sometimes created based on instructional needs. There is some flexibility for regrouping based on assessment of student performance with little regard to teacher strengths. • The school council has a policy regarding student/teacher ratio, but the policy does not ensure an effective student/teacher ratio for meeting the needs of all students. • The school council may have a policy requiring a flexible master schedule, but teaching assignments are not often adjusted to impact student learning. 	<ul style="list-style-type: none"> • Students do not have equitable access to classes. • Student groupings are not based on instructional needs and there is no attempt to regroup when necessary. • The school council does not have a policy regarding student/teacher ratio. • The school council does not have a policy requiring a flexible master schedule, or teaching assignments are never adjusted.

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4.1g Teachers communicate regularly with families about individual student's progress (e.g., engage through conversation). <u>Examples of Supporting Evidence:</u> <ul style="list-style-type: none"> • Report cards and/or progress report forms • School/teacher Web pages • Phone/email registers of family contacts • School council policies and meeting minutes • Notes from parent conferences • Student, parent/family member and teacher interviews • Interactive automated voice mail system • Record of home visits 	Meets criteria for a rating of “3” on this indicator plus: <ul style="list-style-type: none"> • The school exceeds the requirements of local board of education policy regarding communication about student progress to foster a school culture of collaborative learning and dialogue. • The school's Web site contains links to the Web pages of individual teachers and, through secure password entry, families can obtain information on the progress of their students. • The school has established regular “phone hours” during which parents are able to easily contact teachers to discuss student progress. • Students collaborate with staff members to initiate opportunities to demonstrate their progress to their families and/or community members. 	<ul style="list-style-type: none"> • The local board of education has adopted policy and school leadership has implemented procedures guiding interactive school/home communication about student progress. • Student progress reports (e.g., paper or electronic copy, email) are sent home regularly and include specific, written explanations of student performance beyond computer-generated statements and, if appropriate, progress on the goals of individual education plans. • Teachers regularly contact families (e.g., home visits, phone calls, e-mail) to discuss student progress. • Teachers involve students (e.g., student-led conferences, journals) in reporting student progress to families. 	<ul style="list-style-type: none"> • The local board of education has a policy guiding interactive school/home communication about student progress, but the policy is not fully implemented by school leadership. • Student progress reports are sent home, but do not include explanations of student performance beyond computer-generated statements and, if appropriate, progress on the goals of individual education plans. • Some teachers contact families to discuss student progress, but most teachers contact families only concerning discipline problems. • Some teachers involve students in reporting student progress to families. 	<ul style="list-style-type: none"> • The local board of education does not have a policy guiding interactive school/home communication about student progress. • Student progress is communicated to parents only through student report cards, or the report cards include no explanation of student performance. • Teachers do not contact families to discuss student progress. • Teachers do not involve students in reporting student progress to families.

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4.1h There is evidence that the teachers and staff care about students and inspire their best efforts. <u>Examples of Supporting Evidence:</u> <ul style="list-style-type: none"> • Staff members, students, parents/ family member and community member interviews • Perception survey results • Walkthrough observations • Master schedule • Student handbook • School newsletter • Family Resource/Youth Services Center/counseling programs • Kentucky Performance Report student questionnaire data • Recognition program documentation • Student work displays • Web pages • Newspapers • Yearbooks 	Meets criteria for a rating of “3” on this indicator plus: <ul style="list-style-type: none"> • School staff and community members collaborate to provide a support structure (e.g., mentors, safe places, after school programs) that ensures a nurturing learning environment for all students. • Students, staff members and community members establish, sustain and participate in an adult/peer advocacy network. • Staff members nurture students by extending appropriate student/staff interactions into areas of student interest beyond the classroom and/or school. • Staff and community members use innovative strategies (e.g., classroom Web pages, letters to the editor, marquees) to provide appropriate praise and positive reinforcement, motivating students to high levels of achievement in areas within and beyond the classroom and/or school. 	<ul style="list-style-type: none"> • Staff members have established a nurturing learning environment (e.g., school-within-school concept, team structure, advisor-advisee program) for all students. • Each student has been formally assigned and meets regularly with an adult who serves as an advocate for the student. • There are frequent and meaningful interactions between students and staff regarding academic performance, attendance, behavior and individual needs of students. • Staff members use appropriate praise and positive reinforcement to motivate students to high levels of achievement. 	<ul style="list-style-type: none"> • The learning environment of the school may be nurturing, but the staff members do not establish this culture for all students. • Students have either not been formally assigned or do not regularly meet with an adult who serves as an advocate for the student. • There are occasional, meaningful interactions between students and staff, but the focus of the interactions is usually behavioral issues. • Some student accomplishments are recognized, and reinforced, but praise is often inappropriate or inequitably applied. 	<ul style="list-style-type: none"> • A nurturing learning environment does not exist in the school. • Adults do not advocate for students. • Interactions between students and staff are not meaningful. • Student accomplishments are not recognized.

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4.1i Multiple communication strategies and contexts are used for the dissemination of information to all stakeholders. Examples of Supporting Evidence: <ul style="list-style-type: none"> • School communications plan • Staff member, parent/family member and community member interviews • Samples of written correspondence • School meeting/program agenda • School council meeting minutes • School Web page • Civic group programs/meeting agenda • Perception survey results • Newspaper clippings • Bulletin boards, exhibits and displays • Brochures/pamphlets 	Meets criteria for a rating of “3” on this indicator plus: <ul style="list-style-type: none"> • Representatives of all stakeholder role groups from the school community collaborate to develop the school’s systematic communications plan. • The school collaborates with the district to seek technological resources from the community to ensure state-of-the-art communication capabilities in support of a climate conducive to student performance excellence. 	<ul style="list-style-type: none"> • The school has published and implemented a systematic communications plan that guides written, face-to-face and electronic communication with stakeholders. • School staff members use a variety of technological resources (e.g., voice mail, Web page, cable access channels) and communication strategies to provide interactive communication with stakeholders. 	<ul style="list-style-type: none"> • The school has a communications plan, but it is not publicized and/or is partially implemented. • School staff members use limited technology to communicate with stakeholders. 	<ul style="list-style-type: none"> • The school does not have a communications plan. • The school does not use technology to enhance communication with stakeholders.

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4.1j There is evidence that student achievement is highly valued and publicly celebrated (e.g., displays of student work, assemblies). <u>Examples of Supporting Evidence:</u> <ul style="list-style-type: none"> • Comprehensive school improvement plan • Displays of student work/exhibitions • Staff members, student, parent/family member and other stakeholder interviews • Media documentation • School/classroom Web pages • Videos of student performances • School council meeting agenda and minutes • Perception survey results • Student recognition program documentation • Trophy cases • Yearbooks 	Meets criteria for a rating of “3” on this indicator plus: <ul style="list-style-type: none"> • School and district leadership provide opportunities for the accomplishments of students to be recognized at local, state and national levels. • School staff members, students and stakeholders collaborate to recognize student achievement through exhibitions and showcases. • School and district staff members collaborate with students and stakeholders to honor and display quality student work in the community. • School and district staff members collaborate with stakeholders to publicize student academic achievement and to provide additional sources of recognition (e.g. scholarships). 	<ul style="list-style-type: none"> • School staff members regularly and equitably recognize and celebrate the accomplishments of students for academic success, including formal and informal recognition. • Staff members implement a process for the use of student performance exhibitions and showcases of student work for recognition of achievement in all content areas. • Quality student work and scoring rubrics are consistently displayed in classrooms and throughout the school and are used to guide student self-reflection. • Student academic achievement is publicly shared with community and business partners. 	<ul style="list-style-type: none"> • School staff members informally recognize some students for academic success. • School staff members showcase student work on a limited basis or only recognize success in one area (e.g., sports). • Student work is displayed in some areas but may not reflect quality and/or be used to guide student self-reflection. • Student success may be shared with families, but seldom shared with community and business partners. 	<ul style="list-style-type: none"> • School staff members do not recognize student academic success. • School staff members do not exhibit or showcase student work. • Student work is not displayed in the school. • Student success is not shared.

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<p>4.1k The school/district provides support for the physical, cultural, socio-economic, and intellectual needs of all students, which reflects a commitment to equity and an appreciation of diversity.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> • Student, staff member, parent/family member and community member interviews • School council policies and meeting minutes • Multicultural/diverse instructional resources • Comprehensive school improvement plan • Walkthrough observations • Lesson/unit plans • Family Resource/Youth Services Center plans • School guidance plans/records • Perception survey results • Suspension/expulsion/attendance records 	<p>Meets criteria for a rating of “3” on this indicator plus:</p> <ul style="list-style-type: none"> • Data on the practice of staff members is collected and analyzed to determine if the commitment to equity initiatives and appreciation of diversity practices has a positive impact on student achievement. • Varied instructional strategies based on multicultural considerations are integrated into the curriculum, resulting in the reduction and eventual elimination of achievement gaps. • The school functions as a learning community that negates the impact of physical, cultural, and socio-economic factors on learning by meeting them as challenges, rather than recognizing them as barriers. 	<ul style="list-style-type: none"> • The school council has adopted policies addressing, and school staff members have incorporated into their practice, a commitment to equity and an appreciation of diversity. • Multicultural considerations are reflected in instructional strategies and seamlessly integrated into the curriculum. • School staff members establish and sustain a culture that minimizes the impact of physical, cultural, and socio-economic factors on learning. 	<ul style="list-style-type: none"> • The school council has policies that address a commitment to educational equity and an appreciation of diversity, but the policies are not always reflected in practice. • Multicultural education is addressed through separate instructional programs. • School staff members may establish, but do not sustain a culture that minimizes the impact of physical, cultural, or socio-economic factors on learning. 	<ul style="list-style-type: none"> • There are no school council policies regarding educational equity or appreciation of diversity. • Multicultural education is not addressed. • School staff members do not address physical, cultural, or socio-economic barriers to learning.

LEARNING ENVIRONMENT STANDARD 5 – STUDENT, FAMILY AND COMMUNITY SUPPORT

Standard 5: The school/district works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and developmental needs of students.

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<p>5.1 STUDENT, FAMILY, COMMUNITY SUPPORT PROGRAMS/SERVICES</p> <p>5.1a Families and the community are active partners in the educational process and work together with the school/district staff to promote programs and services for all students.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none">• Staff member, parent/family member and student interviews• School visitors register• Walkthrough observations• Perception survey results• School council policies• Parent/community member workshop schedule• Volunteer schedule• Examples of school-to-home communications	<p>Meets criteria for a rating of “3” on this indicator plus:</p> <ul style="list-style-type: none">• The school council analyzes patterns of committee participation as a planning tool to maximize active and effective parent, community and minority involvement in committee work.• Family and community members evaluate the effectiveness of the collaborative effort to remove barriers to learning for all students and make changes as appropriate.• Interactive communication among home, school and community is consistently and intentionally proactive.	<ul style="list-style-type: none">• The school council has adopted a committee policy and school leadership implements procedures that ensures active, effective recruitment of parents, community members and minority representatives to serve on school council committees.• Families and the community are involved in significant ways (e.g., homework, Extended School Services, reviewing student work, parent/community volunteer activities and committee/business partnerships) to remove barriers to learning for all students.• Interactive communication between home and school is meaningful and regular.	<ul style="list-style-type: none">• The school council has adopted a committee policy, but the policy is either inadequate or is not implemented.• Families are involved to remove barriers to learning for students, but not in significant ways.• Communication from the school to the home is generally reactive, dealing with issues of student behavior or academic performance.	<ul style="list-style-type: none">• The school council does not have a committee policy.• Families are not involved in student learning.• Communication from the school to the home is minimal.

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5.1a (Continued) Families and the community are active partners in the educational process and work together with the school/district staff to promote programs and services for all students. <u>Examples of Supporting Evidence:</u> <ul style="list-style-type: none"> • Community involvement programs • School council meeting agenda/minutes • Classroom/school Web pages • Committee rosters • Committee meeting agenda and minutes • School event calendar • Comprehensive school improvement plan • Lesson plans • Family Resource/Youth Services Center advisory council/subcommittee minutes • Service learning project documentation 	Meets criteria for a rating of “3” on this indicator plus: <ul style="list-style-type: none"> • Family, school and community stakeholders collaborate to select programs and strategies that ensure interaction among teachers, families and the community at large. • Structures are in place to encourage and enhance family and community participation. • Students and family members collaborate with school staff members, district staff members and community partners to design programs and services and identify resources to create, implement, maximize and sustain learning opportunities. 	<ul style="list-style-type: none"> • Programs and strategies (e.g., training for parents, open house, curriculum fair, portfolio night, scrimmage night) that promote interaction between teachers and families are developed, implemented and evaluated for effectiveness. • Parents/family members are welcome in the school and their assistance (e.g., volunteer committees, parent resource room, school council and committees) is sought. • School and district staff members collaborate with family members and community partners to provide programs, services and resources (e.g., service learning projects) that create, implement, maximize and sustain learning opportunities for all students. 	<ul style="list-style-type: none"> • Programs are developed that promote communication between teachers and families, but the programs are not always implemented. • Parents/family members are welcome in the school, but their assistance and involvement is not actively sought. • There is some school, family and community collaboration, but the resulting programs and services provide limited learning opportunities for students. 	<ul style="list-style-type: none"> • Few or no programs are developed that promote communication between teachers and families. • Parents/family members are not welcome in the school. • There is little or no collaboration among school staff members, families and community members.

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5.1b Structures are in place to ensure that all students have access to all the curriculum (e.g., school guidance, Family Resource/Youth Services Centers, Extended School Services). <u>Examples of Supporting Evidence:</u> <ul style="list-style-type: none"> • Family Resource/Youth Services Center grant proposal • Family Resource/Youth Services Center advisory council/subcommittee meeting minutes • Student, school staff member, community member and Family Resource/Youth Services Center staff member interviews • Extended School Services program overview • Title I program plan • School guidance plans • Perception survey results • Student individual education plans/behavior management plans 	Meets criteria for a rating of “3” on this indicator plus: <ul style="list-style-type: none"> • Achievement data on students who have exited the Extended School Services program is collected from multiple sources and analyzed to ensure that academic gains are maintained. • Family and school staff members collaborate to analyze data from multiple sources (e.g., Kentucky Performance Report, other standardized assessments, classroom assessments) to determine the extent to which the Extended School Services program enhances the achievement of those students with the greatest needs and to inform program decision-making and modifications. • Family and school staff members collaborate to determine the effectiveness of support services intended to remove barriers to learning for at-risk students. 	<ul style="list-style-type: none"> • Data on student participation in Extended School Services is analyzed to ensure that students enter and exit the program as needed, based on specific and clearly defined criteria. • The Extended School Services program is designed and implemented to support and promote individual student achievement with emphasis on those students with the greatest needs. The program is evaluated and modified as necessary. • The Family Resource/Youth Services Center and school guidance programs promote and support student learning by coordinating targeted and effective support services that remove barriers to learning for at-risk students. The programs are evaluated and modified as necessary. 	<ul style="list-style-type: none"> • Student participation data is not analyzed to ensure that students enter and exit the Extended School Services program based on specific and clearly defined criteria, or the entrance/exit criteria are not followed. • The Extended School Services program is designed and implemented to support individual student achievement, but the emphasis of the program is not on students with the greatest needs. • The Family Resource/Youth Services Center and school guidance programs do not maximize leverage on student learning by integrating all possible sources of funds (e.g., federal, state, community) to provide support services that remove barriers to learning. 	<ul style="list-style-type: none"> • The Extended School Services program does not have specific and clearly defined entrance/exit criteria, or student participation data is not collected. • The Extended School Services program is designed as a remedial program without addressing individual student or group learning needs. • The Family Resource/Youth Services Center and school guidance programs do not leverage multiple sources of support services to remove barriers to learning.

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5.1b (Continued) Structures are in place to ensure that all students have access to all the curriculum (e.g., school guidance, Family Resource/Youth Services Centers, Extended School Services). <u>Examples of Supporting Evidence:</u> <ul style="list-style-type: none"> • School council policies and meeting minutes • Technology plan • Extended School Services entrance and exit reports • Extended School Services program data • Master schedule • Class rosters • Schedule of parent/teacher conferences • Kentucky Performance Report 	Meets criteria for a rating of “3” on this indicator plus: <ul style="list-style-type: none"> • Title I activities enhance the school’s instructional program by leveraging the integration of resources to promote and support student learning. • School counselors partner with the total school staff and community to develop a network of support (e.g., a school-wide student assistance program that includes peer counseling and adult advocate components). • Community agencies and the school/district establish partnerships to provide extensive technology resources to ensure that all students have access to the common academic core. • The school council regularly evaluates the adopted policy and modifies the policy as necessary. Implementation of procedures is monitored to ensure that all students have equal access to a common academic core. 	<ul style="list-style-type: none"> • Title I activities are seamlessly integrated into the school’s instructional program to promote and support student learning. • School counselors collaborate with staff members and families to implement a school-wide guidance program that provides support services to meet the intellectual, social, career and developmental needs of students. • The school/district provides a variety of technology (e.g., distance learning, virtual high school, computer assisted learning) for all students to access the common academic core. • The school council has adopted policy and school leadership has implemented procedures that ensure all students have equal access to a common academic core. 	<ul style="list-style-type: none"> • The Title I program is not closely coordinated with the school’s instructional program. • School counselors focus more on administrative issues than on a school-wide guidance program in support of student learning. • The school’s technological resources are not equitably available to all students to access the common academic core. • The school council has a policy stating that all students have equal access to the curriculum, but school leadership does not always implement the policy. 	<ul style="list-style-type: none"> • The Title I program is isolated from the rest of the school’s instructional program. • School counselors do not focus on student learning. • Students do not have access to the school’s technological resources. • The school council does not have a policy that ensures all students have equal access to a common academic core.

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5.1c The school/district provides organizational structures and supports instructional practices to reduce barriers to learning. <u>Examples of Supporting Evidence:</u> <ul style="list-style-type: none"> Records of/procedures for referrals to health and social services Textbook/instructional resources purchasing plans Staff, student and community member interviews School council meeting agenda/minutes Perception survey results Individual education plans School/district budgets Technology plans Comprehensive school improvement plan Comprehensive district improvement plan Transportation records for Extended School Services Family Resource/Youth Services Center program documentation Software Technology, Incorporated reports Individual Learning Plans 	Meets criteria for a rating of “3” on this indicator plus: <ul style="list-style-type: none"> Community and business partners collaborate with school staff members to provide active learning opportunities (e.g., in-school banks, book stores) for students. Health and social services are seamlessly integrated into a fully functioning comprehensive student services program. School leadership recruits and trains family and community volunteers to participate in student assistance teams that provide support for students experiencing learning problems. Multiple private and public resources (e.g., scholarship opportunities, medical services) are integrated and leveraged to enhance the implementation of specific actions to reduce barriers to student learning. School staff members and community members establish a collegial support/coaching network and feedback loop to ensure that respect for cultural differences is embedded into classroom instruction. Short-term flexible staff and/or student groupings are integrated into the school’s instructional practices in order to meet the learning needs of all students and reduce barriers to learning. The school council makes reducing all barriers to learning a priority when allocating resources, seeks additional avenues of funding and ensures that the resources are used effectively. 	<ul style="list-style-type: none"> A variety of instructional materials and resources that promote active learning are integrated into the curriculum, and staff members have had appropriate implementation training, which is ongoing and informed by research. School leadership has developed and implemented procedures to refer students for health and social services. The procedures are clearly communicated to students, staff members and families. School leadership has established procedures to identify, and implement support programs for the identified students who experience learning problems. Training on student identification and program implementation is provided to all staff members. The school collaborates with community agencies in planning and implementing specific actions to reduce barriers to student learning. School leadership ensures that all teachers have professional development that addresses impact of cultural differences on learning. School staff members incorporate differentiated instructional strategies (based on learning styles, developmental stages and skill levels) into classroom practice to meet student needs and reduce barriers to learning. The school council allocates sufficient financial resources for reducing barriers to learning and ensures that these resources are used effectively. 	<ul style="list-style-type: none"> Instructional materials and resources that promote active learning are available. However, staff members have not received appropriate training, or the materials and resources are not used. School leadership has developed procedures to refer students for health services, but the procedures are either not consistently implemented or not clearly communicated to students, staff members and families. School leadership has established procedures to identify students who experience learning problems, but specific support programs are not always implemented. The school works with community agencies to provide assistance for students, but the resulting programs are not always focused on reducing barriers to student learning. School leadership occasionally provides professional development on the impact of cultural differences on learning. Some school staff members use differentiated instructional strategies to meet student needs. The school council allocates sufficient financial resources for reducing barriers to learning, but the resources are not always used effectively. 	<ul style="list-style-type: none"> Instructional materials and resources that promote active learning are not available. School leadership has no formal procedures to refer students for health and social services. School leadership has not established procedures to identify students who experience learning problems. The school does not work with community agencies to reduce barriers to student learning. School leadership does not provide professional development on the impact of cultural differences on learning. School staff members do not use differentiated instructional strategies to meet student needs. The school council does not allocate sufficient financial resources to reduce barriers to learning.

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5.1d Students are provided with a variety of opportunities to receive additional assistance to support their learning, beyond the initial classroom instruction. <u>Examples of Supporting Evidence:</u> <ul style="list-style-type: none"> Extended School Services program overview/referrals/documentation Extended School Services assessment data Schedule for co-curricular programs List of co-curricular offerings Staff, parent, student and community member interviews Observations of support programs School budget Support program/services documentation Transportation plan School council policies and meeting minutes Individual education plans/504 plans Master schedule 	Meets criteria for a rating of “3” on this indicator plus: <ul style="list-style-type: none"> District and school staff members collaborate with outside agencies to identify and implement innovative approaches to provide students with assistance beyond the classroom. Classroom and Extended School Services instructional time is seamlessly integrated to maximize the impact on student achievement. Stakeholders and students assist in the development and implementation of extended learning opportunities (e.g., service learning, 21st Century Learning Centers). School staff members participate in an ongoing dialogue with community agencies and institutions of higher education to form a collaborative network of services supporting the learning needs of students. Schools collaborate to ensure a seamless network of support programs and services across the district to provide a total service delivery system supporting student achievement. Schools collaborate to coordinate co-curricular programs district-wide. Service learning opportunities are fully integrated into the educational program of all students. 	<ul style="list-style-type: none"> Students requiring additional assistance beyond initial classroom instruction are provided with a variety of opportunities to receive assistance. Extended School Services instructional time is effectively used to support student achievement. Classroom teachers collaborate with Extended School Services teachers to meet student needs and to close achievement gaps across subpopulations. Support programs and services (e.g., Title I, Extended School Services, exceptional children services) are evaluated, modified and/or expanded to meet the needs of participating students. There is collaboration and coordination among support programs and services (e.g., Title I, Extended School Services, Family Resource/Youth Services Centers and school guidance programs) to eliminate gaps and unnecessary overlaps in delivery of services supporting student achievement. Co-curricular programs support student learning, and all students have equitable access to the programs. The school and community partners collaborate to provide all students with opportunities for service learning. 	<ul style="list-style-type: none"> Limited opportunities are provided for students to receive additional assistance beyond initial classroom instruction. Extended School Services instructional time is intended to support student achievement, but the activities are either not appropriately implemented or have limited effectiveness. Classroom teachers seldom collaborate with Extended School Services teachers to meet student needs and to close achievement gaps across subpopulations. Support programs are evaluated, but seldom modified or expanded to meet the needs of students. There is limited collaboration among support programs and services to eliminate gaps and overlaps in delivery of services supporting student achievement. Co-curricular programs support student learning, but not all students have equitable access to the programs. The school provides opportunities for service learning, but the opportunities are not available to all students. 	<ul style="list-style-type: none"> Students do not have opportunities to receive additional assistance beyond initial classroom instruction. Extended School Services instructional time is not used to support student achievement. Classroom teachers do not collaborate with Extended School Services teachers. Support programs are neither evaluated nor modified to meet the needs of students. Support programs and services operate in isolation to deliver services to students. Co-curricular programs do not support student learning, or there are no co-curricular programs. The school does not provide students with opportunities for service learning.

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5.1e The school maintains an accurate student record system that provides timely information pertinent to the student's academic and educational development. <u>Examples of Supporting Evidence:</u> <ul style="list-style-type: none"> • Staff, parent/family member and student interviews • Transcripts • Individual Learning Plans • Student academic records • Technology plan • Policies and procedures on access to student records • Immigration and naturalization service forms • Student grade reports • Software Technology, Incorporated records • Cumulative folders system/policies • Kentucky Early Learning Profile or other primary level progress reports • Student working folders/portfolios 	Meets criteria for a rating of “3” on this indicator plus: <ul style="list-style-type: none"> • Students are proactively involved in the development and maintenance of an academic profile that enhances and extends the cumulative student records. • Artifacts that document student performance are maintained in a venue that allows them to be a complement to cumulative student records. • Cumulative student records are maintained in a secure interactive electronic environment that allows access by students and, when appropriate, parents/guardians. • Extensive state-of-the-art technology resources facilitate and enhance data management practices at the school, classroom and individual student levels. 	<ul style="list-style-type: none"> • The school maintains cumulative student records that provide a profile of each student's academic and educational development. • Relevant, current and accurate data from multiple sources are included in cumulative student records. • Cumulative student records are well organized and appropriately controlled. Information is readily available to designated staff members. • Sufficient technology resources provide support for sustaining an accurate student record system and efficient data management practices at the school, classroom and individual student levels. 	<ul style="list-style-type: none"> • The school maintains student records, but the focus is not on the student's academic and educational development. • Data from limited sources are included in student records. Some data is either not current or not relevant. • Cumulative student records are organized and generally available to staff members, but not appropriately controlled. • Technology resources provide limited support for sustaining an accurate student record system and efficient data management practices at the school, classroom and/or individual student levels. 	<ul style="list-style-type: none"> • Student records maintained by the school contain only classroom grades. • Data in student records is outdated, irrelevant and/or inaccurate. • Student records are not organized and/or access to the records is not controlled. • Technology resources do not provide support for sustaining an accurate student record system and efficient data management practices.

LEARNING ENVIRONMENT STANDARD 6 – PROFESSIONAL GROWTH, DEVELOPMENT AND EVALUATION

Standard 6: The school/district provides research-based, results driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning.

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6.1 PROFESSIONAL DEVELOPMENT 6.1a There is evidence of support for the long-term professional growth needs of the individual staff members. This includes both instructional and leadership growth. <u>Examples of Supporting Evidence:</u> <ul style="list-style-type: none"> • Comprehensive school improvement plan • Implementation and Impact Checks • List of professional development offerings • Staff member interviews • Needs assessment data • Individual growth plans 	Meets criteria for a rating of “3” on this indicator plus: <ul style="list-style-type: none"> • Long-term professional development planning leads to professional growth embedded in a change process that improves the structure and culture of the school as an organization. • Professional development opportunities are expanded to include formal and informal experiences (e.g., internships, aspiring principal networks, curriculum resource teachers) for teacher leaders to participate in leadership responsibilities. • School leaders collaborate across the district to create an extended learning community that encourages and supports district staff members and stakeholders to evolve into multi-school instructional teams. 	<ul style="list-style-type: none"> • The school does long-term planning for continuous support of professional growth needs. Professional development is viewed as a change process that occurs over time. • Professional development opportunities are offered that support the enhancement of leadership abilities (e.g., collaboration, problem-solving consensus building) for all staff members and other appropriate stakeholders. • The learning community encourages and provides support to all staff members and stakeholders to be life-long learners. 	<ul style="list-style-type: none"> • Professional development planning is done on an annual basis. Professional development is not viewed as a change process that occurs over time. • Professional development opportunities are offered that support the enhancement of leadership abilities for some members of the staff (e.g., administrators only). • The learning community encourages only some teachers or administrators to be life-long learners. 	<ul style="list-style-type: none"> • The school does not do long-term planning for professional development. • Professional development does not support leadership development. • Teachers and administrators are not encouraged to be life-long learners.

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6.1b The school has an intentional plan for building instructional capacity through on-going professional development. <u>Examples of Supporting Evidence:</u> <ul style="list-style-type: none"> • Comprehensive school improvement plan • Implementation and Impact Checks • List of professional development offerings • Perception survey results • Staff member interviews • School council policies • School council meeting agenda and minutes • District policy • Individual growth plans • Professional development committee meeting agenda/minutes 	Meets criteria for a rating of “3” on this indicator plus: <ul style="list-style-type: none"> • The formal process for identifying professional development needs specifically evaluates and addresses the true impediments to student learning. • School professional development planning considers both the identified needs of individual staff members and the school-wide focus for improvement and includes short- and long-term checkpoints to monitor the effectiveness of the planning. Ongoing activities and follow-up (e.g., study groups, action research) are emphasized. • Schools initiate a formal process and collaborate to analyze information on student achievement to determine the short and long-term professional development needs of all stakeholders across the district. 	<ul style="list-style-type: none"> • The school has developed and implemented a formal process to identify professional development needs for all staff members. • School professional development planning considers both the identified needs of individual staff members and the school-wide focus for improvement. • School staff members and the school council analyze information on student achievement to help schools determine the short and long-term professional development needs of instructional staff members and administrators. 	<ul style="list-style-type: none"> • The school has identified professional development needs for staff members, but there is no formal process to do so. • School professional development planning is not balanced between consideration of the identified professional needs of individual staff members and the school-wide focus for improvement. • The school conducts a limited analysis of information on student achievement to help schools determine the short and long-term professional development needs of teachers. 	<ul style="list-style-type: none"> • The school has not identified professional development needs of the staff. • The school professional development planning does not consider both individual and school-wide needs. • The school does not analyze information on student achievement to help schools determine the short and long-term professional development needs of teachers.

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<p>6.1c Staff development priorities are set in alignment with goals for student performance and the individual professional growth plans of staff.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> • Comprehensive school improvement plan • Professional development committee meeting agenda and minutes • Individual growth plans • Staff member interviews • Self-assessment data • Needs assessment data • Kentucky Performance Report 	<p>Meets criteria for a rating of “3” on this indicator plus:</p> <ul style="list-style-type: none"> • The process for determining professional development opportunities specifically identifies the true impediments to student learning and strategies for meeting the unique learning needs of the students. • Professional development opportunities are aligned with the school’s learning goals for students, the individual growth plans of staff members and the comprehensive school improvement plan. The professional development opportunities are focused directly on the root causes of achievement gaps. 	<ul style="list-style-type: none"> • Decisions concerning professional development opportunities are based on the results of analysis of student achievement data and formal personnel evaluations. • Professional development opportunities are aligned with the school’s learning goals for students, the individual growth plans of staff members and the comprehensive school improvement plan. 	<ul style="list-style-type: none"> • The professional development needs of individual staff members have been identified primarily through the evaluation process. • Professional development opportunities are related to the school’s learning goals for students, but do not necessarily reflect the individual growth plans of staff members or the comprehensive school improvement plan. 	<ul style="list-style-type: none"> • The professional development needs of individual staff members have not been clearly identified. • Professional development opportunities do not relate to the school’s learning goals for students and/or the comprehensive school improvement plan.

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6.1d Plans for school improvement directly connect goals for student learning and the priorities set for the school and district staff development activities. <u>Examples of Supporting Evidence:</u> <ul style="list-style-type: none"> • Comprehensive school improvement plan • List of professional development offerings • Perception survey results • Walkthrough observations • Staff member interviews • Needs assessment data • Kentucky Performance Report 	Meets criteria for a rating of “3” on this indicator plus: <ul style="list-style-type: none"> • Longitudinal comparisons of the collected data are studied to identify emerging trends and priorities for school professional development. • Schools collaborate to form a district-wide professional learning community that provides high quality professional development, collegial support and job-embedded coaching to ensure teacher efficacy and enhanced professional practice that is observable in the classroom. • Participants use knowledge gained through content area professional development to coach and mentor colleagues, providing practical support and encouragement for classroom-focused improvement. 	<ul style="list-style-type: none"> • A formal process (e.g., annual survey, needs assessment, development of individual growth plans, Implementation and Impact Checks) is used to determine priorities for school professional development. • Professional development is of high quality, is focused on enhanced professional practice and is aligned with academic expectations and student learning goals. • Staff members participate in effective professional development that will update their content knowledge and integrate the acquired knowledge into classroom instruction to improve student learning. 	<ul style="list-style-type: none"> • A survey is conducted, but there is no formal process to determine priorities for school professional development. • Professional development is traditional and is either not focused on enhanced professional practice or is not tightly aligned with academic expectations and student learning goals. • Staff members participate in professional development that may update their content knowledge, but the acquired knowledge is not used to improve student learning. 	<ul style="list-style-type: none"> • An annual survey of professional development needs is not done. • Professional development offerings are random and are not connected to the enhancement of professional practice, academic expectations or student learning goals. • Few staff members participate in professional development that updates their content knowledge.

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6.1e Professional development is on-going and job-embedded. <u>Examples of Supporting Evidence:</u> <ul style="list-style-type: none"> • Comprehensive school improvement plan • List of professional development offerings • Staff member interviews • School calendar • Master schedule • Individual growth plans 	Meets criteria for a rating of “3” on this indicator plus: <ul style="list-style-type: none"> • By policy and practice, professional development is sustained, continuous and the shared responsibility of all staff members. • Professional development (structured as an inquiry into curriculum, instruction and assessment) will provide synergy and result in initiatives that have greater student impact. • Staff members establish small-group work teams to provide professional development follow-up by sharing responsibility for their own learning and providing assistance to one another through collegial support and coaching. • School staff members engage in action research in their classrooms centered around experimental and innovative approaches to professional development. 	<ul style="list-style-type: none"> • Professional development emphasizes a process for sustained and continuous growth through job-embedded opportunities. • Job-embedded professional development provides time for colleagues to reflect, discuss and process new learning. • Follow-up to professional development is consistent and intentional and is a priority. • The school includes the use of nontraditional avenues (e.g., on-line professional development opportunities, Kentucky Educational Television) to provide and/or embed professional development. 	<ul style="list-style-type: none"> • Professional development is ongoing, but there is either limited emphasis on sustained and continuous growth or the professional development is not job-embedded. • Job-embedded professional development occasionally provides time for reflection. • Follow-up to professional development is inconsistent or unintentional. • The school makes limited use of nontraditional avenues to provide professional development. 	<ul style="list-style-type: none"> • Professional development has no emphasis on continuous growth. • Professional development does not provide time for reflection. • Follow-up to professional development is not provided. • The school does not use nontraditional avenues to provide professional development.

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6.1f Professional development planning shows a direct connection to an analysis of student achievement data. <u>Examples of Supporting Evidence:</u> <ul style="list-style-type: none"> • Comprehensive school improvement plan • Student data analysis summaries/reports • List of professional development offerings • Staff member interviews • Kentucky Performance Report • Student performance level descriptions 	Meets criteria for a rating of “3” on this indicator plus: <ul style="list-style-type: none"> • The district collaborates with institutions of higher education and other research organization entities to provide any necessary professional development opportunities on the analysis of data and student work. • Sets of longitudinal data are analyzed to identify emerging trends for professional development planning. • Long-term job-embedded professional development opportunities address the learning needs of students identified through analysis of assessment data and student work, focus directly on the root causes of achievement gaps and fuel the school’s capacity to serve all students. 	<ul style="list-style-type: none"> • Ongoing professional development opportunities are provided as necessary on the analysis of assessment data and student work. • Multiple sources of data are analyzed for professional development planning purposes. • Multiple ongoing professional development opportunities address the learning needs of students identified through analysis of assessment data and student work, including the needs of subpopulations with demonstrated achievement gaps. 	<ul style="list-style-type: none"> • Professional development opportunities are provided as necessary on the analysis of assessment data and student work, but the professional development is not ongoing. • Sources of data are analyzed, but the results of the analysis are not directly connected to professional development planning. • Professional development does not always address the learning needs of all students. 	<ul style="list-style-type: none"> • Needed professional development on analysis of assessment data and student work is not provided. • The results of analysis of data are not used to inform professional development planning. • Professional development does not address student learning needs.

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6.2 PROFESSIONAL GROWTH AND EVALUATION 6.2a The school/district provides a clearly defined evaluation process. <u>Examples of Supporting Evidence:</u> <ul style="list-style-type: none"> Local board of education policy, procedures and meeting minutes Evaluation process documents Documentation of development, review and revision of evaluation process Staff member interviews District evaluation committee roster Record of Kentucky Department of Education approval of district evaluation process 	Meets criteria for a rating of “3” on this indicator plus: <ul style="list-style-type: none"> The local board of education has adopted policy and school leadership has implemented procedures regarding the evaluation of all personnel that surpasses state requirements. The evaluation of certified personnel is focused on the student learning goals of the comprehensive school improvement plan, the individual growth needs of staff members and the projected long-term needs of the school and district. Staff members regularly participate in reviews of the evaluation process, including discussions and reflections that provide an impetus for individual professional growth. 	<ul style="list-style-type: none"> The local board of education has adopted policy and school leadership has implemented procedures regarding the evaluation of all personnel that meet state requirements. The evaluation of certified personnel is focused on the student learning goals of the comprehensive school improvement plan and the individual growth needs of staff members. Within 30 days following his/her first working day, each certified staff member participates in a meeting in which the evaluation process is explained and discussed. 	<ul style="list-style-type: none"> The local board of education has adopted policy and/or procedures regarding the evaluation of personnel, but the policies are not fully implemented by school leadership. The evaluation of certified personnel is focused on the student learning goals of the comprehensive school improvement plan or the individual growth needs of staff members, but not both. Copies of the evaluation plan are distributed to certified personnel, but no opportunity for explanation and discussion is provided within the required timeframe. 	<ul style="list-style-type: none"> The local board of education does not have policy and/or procedures regarding the evaluation of personnel. The evaluation process is focused on neither the student learning goals of the comprehensive school improvement plan nor the individual growth needs of staff members. Certified staff members are not annually informed of the evaluation process.

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6.2b Leadership provides the fiscal resources for the appropriate professional growth and development of certified staff based on identified needs. <u>Examples of Supporting Evidence:</u> <ul style="list-style-type: none"> • Comprehensive school improvement plan • School council policies • School council meeting agenda and minutes • School budgets • Staff member interviews • Individual growth plans 	Meets criteria for a rating of “3” on this indicator plus: <ul style="list-style-type: none"> • Schools collaborate to obtain all possible funding from outside sources and to maximize the impact of that funding on professional development. • The school council evaluates the adopted policy and modifies the policy as necessary to ensure professional development activities are focused on identified needs. Implementation of procedures is monitored to ensure that professional development resources are appropriately and equitably allocated among all staff members. 	<ul style="list-style-type: none"> • Available fiscal resources are maximized to provide support for professional growth and development, using state professional development allocations and other funding sources (e.g., local, state, federal, private). • The school council adopts policy and school leadership implements procedures to ensure the appropriate (i.e., based on the identified needs of individual staff members) and equitable allocation of professional development resources (e.g., funds, substitute teachers, professional training programs, curriculum support staff) among all staff members. 	<ul style="list-style-type: none"> • Available fiscal resources are not always maximized to provide support for professional growth. • The school council has a professional development policy, but the policy does not necessarily ensure the appropriate and equitable allocation of professional development resources. 	<ul style="list-style-type: none"> • Available fiscal resources are not used to support professional growth. • Professional development resources are not appropriately and/or equitably allocated.

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<p>6.2c The school/district effectively uses the employee evaluation and the individual professional growth plan to improve staff proficiency.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> • Comprehensive school improvement plan • Individual growth plans • Evaluation forms • Certified staff member interviews • District evaluation process documentation • Local board of education policies • Local board of education meeting minutes • Lesson plans/units of study • Teacher portfolios • Kentucky Performance Report 	<p>Meets criteria for a rating of “3” on this indicator plus:</p> <ul style="list-style-type: none"> • The evaluation of certified personnel and individual growth plans correlate with the instructional needs of students, the professional needs of all staff members and the projected long-term needs of the school and district. • Individual growth plans are directly aligned with the Standards and Indicators for School Improvement. • Individual growth plans are intentionally used to encourage and support the aspirations of potential school leaders. • Evaluation is viewed as an integral part of the work of the school, encompassing individual professional growth and establishing a self-renewing learning organization. 	<ul style="list-style-type: none"> • The evaluation of certified employees and individual growth plans correlate with the instructional needs of students and the professional needs of all staff members as reflected in the comprehensive school improvement plan. • Individual growth plans are collaboratively developed and are based on professional needs identified through the certified evaluation process. • Individual growth plans foster purposeful reflection and refinement of professional practice. • Evaluation is viewed as an important part of individual staff growth, and the process is valued by all staff members as a route to staff proficiency. 	<ul style="list-style-type: none"> • The evaluation of certified employees and individual growth plans do not always tightly correlate with the instructional needs of students and the professional needs of all staff members as reflected in the comprehensive school improvement plan. • Individual growth plans are developed without collaboration and/or intentional connection to the results of the certified evaluation process. • Individual growth plans foster reflection, but do not impact professional practice. • The evaluation process is viewed as part of individual staff growth, but is not valued as a route to proficiency. 	<ul style="list-style-type: none"> • The evaluation of certified employees and individual growth plans do not reflect the instructional needs of students and the professional needs of all staff members. • Not all certified employees have individual growth plans. • Individual growth plans do not foster reflection or refinement of professional practice. • Employees view evaluation only as an employment requirement.

Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<p>6.2d Leadership provides and implements a process of personnel evaluation which meets or exceeds standards set in statute and regulation.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> • Personnel evaluation process/forms • Documentation of the district's implementation of the personnel evaluation system • State statute/regulation • Staff member interviews • Teacher portfolios • Individual growth plans 	<p>Meets criteria for a rating of “3” on this indicator plus:</p> <ul style="list-style-type: none"> • Personnel evaluations exceed the requirements of state statute and regulations. Growth plans and summative evaluations are completed annually for all staff; multiple forms of documentation (e.g., portfolios, peer review, product or performance tasks/activities) of performance effectiveness are used. • The personnel evaluation system includes a peer review/coaching component. 	<ul style="list-style-type: none"> • Personnel evaluations meet the requirements of state statute and regulation and are fairly and consistently administered. • School administrators implement a personnel evaluation system that requires multiple observations of staff, providing opportunities for coaching and feedback to improve effective teaching practices and improve student achievement. 	<ul style="list-style-type: none"> • Personnel evaluations meet the requirements of state statute and regulation, but they are not always fairly and consistently administered. • School administrators implement a personnel evaluation system that includes observation and feedback, but has limited impact on student achievement and teaching practices. 	<ul style="list-style-type: none"> • Personnel evaluations do not meet the requirements of state statute and regulation. • School administrators do not implement the personnel evaluation system.

Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<p>6.2e The school/district improvement plan identifies specific instructional leadership needs, has strategies to address them, and uses the Effective Instructional Leadership Act requirements as a resource to accomplish these goals.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> • Comprehensive school improvement plan • Individual growth plans • District and school budgets • District Effective Instructional Leadership Act records 	<p>Meets criteria for a rating of “3” on this indicator plus:</p> <ul style="list-style-type: none"> • The comprehensive school improvement plan incorporates goals, objectives and activities congruent with new and innovative approaches to improve instructional leadership. • School leadership collaborates with the Kentucky Department of Education, educational cooperatives and other districts to design and/or obtain professional development that addresses both the needs of individual school administrators and the requirements of the Effective Instructional Leadership Act. 	<ul style="list-style-type: none"> • The comprehensive school improvement plan is based on analysis of multiple forms of data, identifies instructional leadership needs and includes an action plan and available resources to address those needs. • School administrators collaborate with district personnel to select professional development that addresses both the needs of individual school administrators and the requirements of the Effective Instructional Leadership Act. 	<ul style="list-style-type: none"> • The comprehensive school improvement plan is based on analysis of data and has an action plan to address instructional leadership needs. • School administrators select professional development that fulfills the requirements of the Effective Instructional Leadership Act, but do not intentionally address the needs of individual school administrators. 	<ul style="list-style-type: none"> • The comprehensive school improvement plan does not address instructional leadership needs. • Professional development selected by school administrators does not fulfill the minimum requirements of the Effective Instructional Leadership Act.

Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<p>6.2f Leadership uses the evaluation process to provide teachers with the follow-up and support to change behavior and instructional practice.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> • Comprehensive school improvement plan • List of professional development offerings • Teacher and administrator interviews • Samples of teacher evaluations • Individual growth plans 	<p>Meets criteria for a rating of “3” on this indicator plus:</p> <ul style="list-style-type: none"> • The development of individual growth plans of teachers includes a peer review/ coaching component. • School leadership and teachers engage in interactive discourse and establish an ongoing feedback loop focused on long-term strategic changes in teacher behavior and practice as an integral part of the evaluation process. • The district evaluation process shows a clear connection between student and teacher performance and individual growth plans; cognitive coaching is embedded in the daily work of all teachers. 	<ul style="list-style-type: none"> • The individual growth plans of teachers are an integral part of the evaluation process and are collaboratively developed by administrators and teachers. • School leadership provides regular meaningful feedback to teachers as an integral part of the evaluation process to challenge teacher thinking and to change behavior. • Teachers are provided with follow-up and support (e.g., professional development, fiscal resources, materials) to ensure that the evaluation process results in improved instructional practice and higher student achievement. 	<ul style="list-style-type: none"> • The individual growth plans of teachers are part of the evaluation process, but are not collaboratively developed. • School leadership provides limited feedback to teachers. • Teachers are provided with some follow up and support, but not to a level that will ensure improved instructional practice and higher student achievement. 	<ul style="list-style-type: none"> • The individual growth plans of teachers are not directly linked to formal evaluation. • School leadership does not provide feedback to teachers. • Teachers are not provided follow up and support.

EFFICIENCY STANDARD 7 – LEADERSHIP

Standard 7: School/district instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture, and developing leadership capacity.

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	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
7.1 LEADERSHIP 7.1a Leadership has developed and sustained a shared vision. <u>Examples of Supporting Evidence:</u> <ul style="list-style-type: none"> • Displays of the vision, mission and belief statements • School council meeting agenda and minutes • Comprehensive school improvement plan • Implementation and Impact Checks • Meeting announcements, agenda and minutes • Teacher/student/parent handbooks. • Staff member, student, parent/family member and community member interviews • Brochures/pamphlets • Web sites • Press releases 	Meets criteria for a rating of “3” on this indicator plus: <ul style="list-style-type: none"> • The vision of the school is developed in conjunction with the vision of the district and the other schools of the district. <ul style="list-style-type: none"> • Representatives of all stakeholders groups establish a communications team to share the mission and belief statements throughout the school community. • School leadership establishes a systematic process to ensure that all decisions are regularly reviewed and considered for modification to sustain alignment with the mission and belief statements. • School leadership focuses the community on implementing the mission and belief statements by using them as a filter for school improvement initiatives. • School leadership establishes a feedback loop to ensure that the mission and belief statements are revised as necessary and that strategies are appropriately modified to maintain momentum toward accomplishment of the mission. 	<ul style="list-style-type: none"> • School leadership involves representatives of the school community’s stakeholder role groups in a collaborative process to develop the school’s vision and the mission and belief statements. • School leadership communicates the mission and belief statements to all stakeholders of the school community. • School leadership continuously reinforces and supports the mission and belief statements of the school and uses them to guide decision-making. • School leadership focuses the staff on implementing the mission and belief statements by using them as a foundation for designing instructional programs. • School leadership provides updates to all stakeholders on the progress toward accomplishing the mission. 	<ul style="list-style-type: none"> • School leadership receives input from school staff members to develop the school’s vision and/or the mission and belief statements. • School leadership distributes the mission and belief statements to the school staff. • School leadership reinforces the mission and belief statements, but does not always use them to guide decisions. • School leadership does not always use the mission and belief statements as a foundation when designing instructional programs. • School leadership provides updates to school staff members on the progress toward accomplishing the mission and belief statements. 	<ul style="list-style-type: none"> • School leadership does not have vision, mission or belief statements. • School leadership does not communicate the mission and belief statements. • School leadership neither reinforces the mission and belief statements nor uses them to guide decision-making. • School leadership does not refer to the mission and belief statements when designing instructional programs. • School leadership does not provide updates on the progress toward accomplishing the mission and belief statements.

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	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
7.1b Leadership decisions are focused on student academic performance and are data-driven and collaborative. <u>Examples of Supporting Evidence:</u> <ul style="list-style-type: none">• Data analysis documentation• School council meeting agenda and minutes• Meeting agenda and minutes• Perception survey results• Kentucky Performance Report	Meets criteria for a rating of “3” on this indicator plus: <ul style="list-style-type: none">• School leadership collaborates with district and community stakeholders to analyze student performance data and information from multiple sources and establishes a feedback loop to inform programmatic and academic decisions.	<ul style="list-style-type: none">• School leadership, in collaboration with the school council and other staff members, regularly analyzes student performance data and information from other sources and uses the results of that analysis to inform programmatic and academic decisions.	<ul style="list-style-type: none">• School leadership analyzes state assessment data and sometimes uses the results of that analysis to inform academic decisions.	<ul style="list-style-type: none">• School leadership does not analyze assessment data to inform academic decisions.

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<p>7.1c There is evidence that all administrators have a growth plan focused on the development of effective leadership skills.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> • Individual growth plans of administrators • Documentation of development, review and revision of administrator individual growth plans • Needs assessment data • Leadership self-assessments • Administrator interviews • Comprehensive school improvement plan • Perception survey results • List of professional development offerings • Professional portfolios • State approved standards 	<p>Meets criteria for a rating of “3” on this indicator plus:</p> <ul style="list-style-type: none"> • The individual growth plan of each administrator focuses on effective leadership skills that sustain a balance between strong support of student achievement and effective organizational management. • The administrators of all schools in the district collaborate to develop common goals for individual growth plans that support the improvement plans of the district and all the schools. • The administrators of all schools in the district establish a collaborative coaching/mentoring network to provide follow-up and support to each administrator for the effective implementation of the individual growth plan and enhancement of leadership skills. 	<ul style="list-style-type: none"> • The individual growth plan of each administrator focuses on effective leadership skills designed to support teaching and learning and promote student achievement. • The individual growth plan of each administrator is designed and implemented in collaboration with the evaluator and addresses professional needs based on district developed and state approved leadership standards, as well as goals identified in the comprehensive school improvement plan. • The individual growth plan of each administrator is fully implemented, reviewed regularly and revised as needed. 	<ul style="list-style-type: none"> • Each administrator has an individual growth plan, but not all of the plans have a focus on leadership skills designed to support teaching and learning and promote student achievement. • Each administrator unilaterally designs an individual growth plan, or not all of the growth plans are based on district developed and state approved standards and congruent with the improvement goals of the school. • The individual growth plans of administrators are not always fully implemented or reviewed for possible modification. 	<ul style="list-style-type: none"> • Not all administrators have an individual growth plan. • The individual growth plans of administrators are not based on district developed and state approved standards and lack congruency with the improvement goals of the school. • The individual growth plans of administrators are not implemented.

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<p>7.1d There is evidence that the school/district leadership team disaggregates data for use in meeting the needs of a diverse population, communicates the information to school staff and incorporates the data systematically into the school's plan.</p> <p>Examples of Supporting Evidence:</p> <ul style="list-style-type: none"> • Data analysis summaries/reports • Staff meeting agenda and minutes • School council/subcommittee meeting agenda and minutes • Comprehensive school improvement plan • Staff member and school council member interviews • Kentucky Performance Report 	<p>Meets criteria for a rating of “3” on this indicator plus:</p> <ul style="list-style-type: none"> • The results of analysis of disaggregated data are validated against educational research to identify goals and needs for the comprehensive school improvement plan. • School leadership compares the academic achievement of population subgroups of the school with the academic achievement of comparable population subgroups in similar and high performing schools to inform decision-making to meet the needs of the school's diverse population. • The school council collaborates with other stakeholders in a proactive process for sharing disaggregated data results with the larger community. 	<ul style="list-style-type: none"> • Analysis of disaggregated data is an integral part of the school's improvement planning process and is used to identify goals and needs. • School leadership analyzes data comparing academic achievement of population subgroups (e.g., by income level, ethnicity, gender, exceptional children) to inform decision-making to meet the needs of the school's diverse population. • The school council reviews the disaggregated data and determines targets and timelines for reducing gaps. 	<ul style="list-style-type: none"> • Analysis of disaggregated data is considered during the school's improvement planning process, but is not intentionally used to identify goals and needs. • School leadership analyzes data comparing academic achievement of population subgroups, but does not use the results of data analysis to inform decision-making. • The school council reviews the disaggregated data, but does not always identify and/or approve targets and timelines for reducing gaps. 	<ul style="list-style-type: none"> • Analysis of disaggregated data is not considered during the school's improvement planning process. • School leadership does not analyze data comparing academic achievement of population subgroups. • The school council does not review the disaggregated data.

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<p>7.1e Leadership ensures all instructional staff have access to curriculum related materials and the training necessary to use curricular and data resources relating to the learning goals for Kentucky public schools.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> • Documentation of professional development days/release time • Staff member interviews • Units of study/lesson plans • Comprehensive school improvement plan • Professional curriculum resources • Curriculum map • School budget 	<p>Meets criteria for a rating of “3” on this indicator plus:</p> <ul style="list-style-type: none"> • School leadership ensures that Kentucky’s curriculum documents, other curricular materials and data resources are readily available to and used by school staff members in an on-line environment. • School leadership provides opportunities for staff members to participate in external curriculum development experiences (e.g., national conferences, state-wide workshops). • School leadership provides research-informed resources and incentives to the leadership team to enable them to initiate and sustain capacity-building efforts centered around standards-based curriculum materials in support of Kentucky’s learning goals. 	<ul style="list-style-type: none"> • School leadership ensures that staff members have access to and are trained in the use of Kentucky’s curriculum documents, other curriculum-related materials and data resources. • School leadership shares and discusses curriculum information from internal and external professional sources (e.g., district office, Kentucky Department of Education, national sources) with staff members. • School leadership establishes and supports a leadership team within the school in order to build internal training capacity on Kentucky’s standards-based curriculum materials. 	<ul style="list-style-type: none"> • School leadership has provided staff members with access to Kentucky’s curriculum documents, but has provided limited training on ways to use the documents. • School leadership occasionally shares curriculum information from internal and/or external professional sources with staff members. • School leadership assigns staff members to a school leadership team, but does not provide the support necessary to build capacity. 	<ul style="list-style-type: none"> • School leadership does not provide staff members with access to Kentucky’s curriculum documents. • School leadership does not share curriculum information with staff members. • School leadership neither assigns nor establishes leadership teams.

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<p>7.1f Leadership ensures that time is protected and allocated to focus on curricular and instructional issues.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> • Staff and master schedules • Staff meeting agenda and minutes • Walkthrough observations • Staff member and student interviews • School council policy • Staff/student handbooks • Extended School Services schedule 	<p>Meets criteria for a rating of “3” on this indicator plus:</p> <ul style="list-style-type: none"> • School leadership and all other staff members collaborate to design the necessary structure and support that allows time to be a resource to provide quality instruction and maximize student learning. • School leadership and other stakeholders collaborate to implement and practice the procedures to minimize disruptions to instructional time, including the additional time and assistance provided outside mandated school hours. 	<ul style="list-style-type: none"> • School leadership provides the necessary structure and support for staff members to use time as a resource to provide quality instruction and maximize student learning. • School council establishes policy and school leadership fully implements procedures to minimize disruptions of instructional time. 	<ul style="list-style-type: none"> • School leadership provides limited structure and support for staff members to use time as a resource to provide quality instruction and impact student learning. • School council establishes policy and school leadership develops procedures to minimize disruptions of instructional time, but the policies and/or procedures are not fully implemented. 	<ul style="list-style-type: none"> • School leadership does not provide structure or support for staff members to use time as a resource. • There are no policies or procedures to protect instructional time.

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<p>7.1g Leadership plans and allocates resources, monitors progress, provides the organizational infrastructure, and removes barriers in order to sustain continuous school improvement.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> • Comprehensive school improvement plan • School council meeting agenda and minutes • School/district budgets • Staff member, parent school council member and student interviews • Building inspection records • Maintenance reports • Work orders • Safe schools report • Vision statement • Mission statement • Perception survey results 	<p>Meets criteria for a rating of “3” on this indicator plus:</p> <ul style="list-style-type: none"> • School leadership secures additional resources and/or reallocates funds to support the vision, mission and strategic priorities of the school. • Exemplary use of sufficient resources support the learning goals of the school. • Leadership of all the schools of the district establishes a “critical friends” network to monitor and modify the instructional programs, organizational practices and physical facilities of the schools across the district. The network provides an opportunity for “shared learnings” and collaboration that maximizes the impact of resources in these areas. 	<ul style="list-style-type: none"> • Allocation of resources (e.g., fiscal, human, physical, time) by school leadership is equitable; consistent with the vision, mission and strategic priorities of the school and focused on student learning. • Resource allocation is sufficient to support the learning goals of the school, and leadership demonstrates sound fiduciary responsibility. • School leadership monitors and modifies the instructional programs, organizational practices and physical facilities of the school, as needed, to sustain continuous school improvement. 	<ul style="list-style-type: none"> • Allocation of resources (fiscal, human, physical, time) is not always consistent with the vision, mission and strategic priorities of the school or may not focus on student learning. • Resource allocation is sufficient to support the learning goals of the school, but leadership does not demonstrate fiduciary responsibility. • School leadership monitors the instructional programs, organizational practices and physical facilities of the school, but do not always make appropriate modifications to sustain continuous school improvement. 	<ul style="list-style-type: none"> • Allocation of resources is capricious, and is not focused on student learning. • Resource allocation is not sufficient to support the learning goals of the school. • School leadership does not monitor the instructional programs, organizational practices and physical facilities of the school.

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7.1h The school/district leadership provides the organizational policy and resource infrastructure necessary for the implementation and maintenance of a safe and effective learning environment. <u>Examples of Supporting Evidence:</u> <ul style="list-style-type: none"> • School council policies and procedures • School council meeting agenda and minutes • Building inspection reports • Maintenance reports • Staff member, school council member, parent/family member and student interviews • School budgets • Facility plan • Equipment inspection reports • School report card • District report card • Perception survey results 	Meets criteria for a rating of “3” on this indicator plus: <ul style="list-style-type: none"> • The school council regularly evaluates the adopted policy and modifies the policy as necessary. Implementation of procedures is monitored to ensure that a supportive, safe, healthy, orderly and equitable learning and working environment is maintained for both students and staff members. • School leadership collaborates with community stakeholders to obtain additional funding to provide extraordinary facilities and equipment to enhance the learning environment. 	<ul style="list-style-type: none"> • School council establishes policy and school leadership implements procedures that maintain a supportive, safe, healthy, orderly and equitable learning and working environment for both students and staff members. • School leadership ensures that resources are allocated to provide quality facilities and equipment to support a safe and effective learning environment. 	<ul style="list-style-type: none"> • School council establishes policy and school leadership develops procedures that provide a supportive, safe, healthy, orderly and equitable learning and working environment for students and staff members, but the policies and procedures are either not fully implemented or are not sustained. • School leadership allocates resources for facilities and equipment, but the focus is not on supporting the learning environment. 	<ul style="list-style-type: none"> • There are no policies conducive to a supportive, safe, healthy, orderly and equitable learning and working environment. • School leadership does not allocate sufficient resources for facilities or equipment to support the learning environment.

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<p>7.1i Leadership provides a process for the development and the implementation of council policy based on anticipated needs.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> • School council policies and by-laws • School council meeting agenda and minutes • School council member, school staff member, district staff member and parent/family member interviews • Perception survey results 	<p>Meets criteria for a rating of “3” on this indicator plus:</p> <ul style="list-style-type: none"> • The council chairperson has led the council in the development and implementation of appropriate policies impacting teaching and learning, beyond those required by statute. • School council policies are regularly distributed to the public as well as all staff members and parent members of the school council. • School leadership, staff members and other stakeholders have an extensive knowledge of all school council policies and the relationship of those policies with “best practices” in education. 	<ul style="list-style-type: none"> • The council chairperson has led the council in the development and implementation of policies in all areas required by KRS 160.345 (2)(i). • School council policies are regularly reviewed and revised as necessary to address anticipated needs. The policies are distributed to all staff members and the parent members of the school council, and are available to the public. • School leadership and staff members have a working knowledge of all existing school council policies and provide feedback to the council concerning the impact of the policies on teaching and learning. 	<ul style="list-style-type: none"> • The school council has adopted all policies required by statute, but not all policies are fully implemented. • School council policies are reviewed, but rarely revised. Policies are provided to stakeholders upon request. • School leadership and staff members have limited knowledge of existing school council policies or have limited opportunity to provide feedback to the council concerning the impact of those policies. 	<ul style="list-style-type: none"> • The school council has not adopted all policies required by statute. • School council policies are neither reviewed nor readily available to stakeholders. • School leadership and staff members are not familiar with council policies.

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<p>7.1j There is evidence that the School Based Decision Making council has an intentional focus on student academic performance.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> • School council policies • School council meeting agenda and minutes • Comprehensive school improvement plan • Implementation and Impact Checks • Vision, mission and belief statements • Data analysis summaries/reports • Staff member and parent school council member interviews 	<p>Meets criteria for a rating of “3” on this indicator plus:</p> <ul style="list-style-type: none"> • The results of analysis of data are validated against educational research to guide the work of the council toward establishing priorities for student academic performance and closing gaps among subpopulations. • The school council conducts periodic self-assessments to ensure that the implementation of priorities results in improved student academic performance. 	<ul style="list-style-type: none"> • The school council regularly analyzes student performance data to guide the work of the council toward establishing priorities for student academic performance and closing gaps among subpopulations. • The actions of the school council are aligned with their priorities to improve student academic performance and are congruent with the school’s vision, mission and beliefs. 	<ul style="list-style-type: none"> • The school council reviews student performance data, but does not use the resulting information to focus on improving student academic performance. • The actions of the school council are not always aligned with their priorities and/or congruent with the school’s vision, mission and beliefs. 	<ul style="list-style-type: none"> • The school council does not review student performance data. • The actions of the school council do not impact student academic performance.

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<p>7.1k There is evidence that the principal demonstrates leadership skills in the areas of academic performance, learning environment and efficiency.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> • Staff member, student and parent/ family member interviews • School council meeting agenda/ minutes/policies • Perception survey results • Faculty meeting agenda/minutes • Resource materials/professional library • Building inspection reports • Leadership self-assessments • Documentation of professional development days/release time 	<p>Meets criteria for a rating of “3” on this indicator plus:</p> <ul style="list-style-type: none"> • The principal regularly consults with the other members of the school council to ensure that school council policy is being implemented as intended by the school council. • The principal initiates opportunities to engage community stakeholders in conversations focused on student academic performance to generate the commitment needed to effect deep reform. • The principal inspires and provides opportunities for staff members to share ideas, research, instructional strategies and learning experiences and leads faculty meetings focused on intensive implementation of school improvement initiatives based on organizational needs. • The principal collaborates with teacher leaders to share the leadership responsibility of ensuring that effective and varied instructional strategies are routinely implemented in all classrooms. • The principal collaborates with district leadership to establish and maintain a learning and working environment that fosters sustained innovation by teachers and students. • The principal provides organizational direction and establishes distributed leadership in the school at such high levels that school improvement will be sustained and advanced in his/her absence. 	<ul style="list-style-type: none"> • The principal consistently implements all school council policy as required by law. • The principal, as the instructional leader of the school, regularly engages staff members and students in conversations focused on student academic performance. • The principal demonstrates knowledge of Kentucky’s standards-based curriculum documents and provides assistance to staff members with their use by regularly focusing faculty meetings on improving student academic performance. • The principal conducts frequent informal and formal classroom observations and provides timely feedback to staff members on their instructional practice. • The principal leads and collaborates with staff members to sustain a supportive, safe, orderly, equitable and healthy learning environment for teachers and students. • The principal provides organizational direction, develops distributed leadership capacity and maximizes the use of resources in order to support high student and staff performances. 	<ul style="list-style-type: none"> • The principal sometimes implements school council policy as required by law, but the implementation is not consistent. • The principal occasionally engages staff members and students in discussions about student academic performance. • The principal sometimes focuses faculty meetings on improving student academic performance, but provides limited assistance to staff members with the use of Kentucky’s standards-based curriculum documents. • The principal does not conduct classroom observations except when necessary for formal teacher evaluations. • The principal works with staff members to create a supportive environment for teachers and students, but the effort is not sustained. • The principal provides minimal organizational direction, but does not develop distributed leadership capacity and/or does not equitably use resources. 	<ul style="list-style-type: none"> • The principal does not implement school council policy as required by law. • The principal does not engage staff members and students in discussions about student academic performance. • The principal does not address improved student performance at faculty meetings. • The principal does not conduct classroom observations. • The principal does not create a supportive learning environment. • The principal does not demonstrate leadership skills in the area of efficiency.

EFFICIENCY STANDARD 8 – ORGANIZATIONAL STRUCTURE AND RESOURCES

Standard 8: There is evidence that the school is organized to maximize use of all available resources to support high student and staff performance.

Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<p>8.1 ORGANIZATION OF THE SCHOOL</p> <p>8.1a There is evidence that the school is organized to maximize use of all available resources to support high student and staff performance.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none">• Comprehensive school improvement plan• School council policies and procedures• School council/committee meeting agenda/minutes• Master schedule• School budgets (5 year history)• Staff member, school council member and community member interviews• Lesson plans/units of study• Curriculum documents• Schedules of events• Equipment inventory	<p>Meets criteria for a rating of “3” on this indicator plus:</p> <ul style="list-style-type: none">• Resource management policies and procedures are routinely validated against the practices of high-performing and efficient organizations.• The school council has expanded the budget process to establish budget projections for anticipated needs.• The school council effectively uses ad hoc committees to address rapidly emerging resource issues.• Abundant resources are allocated to encourage high student and staff performance.• The school systematically establishes partnerships with external entities (e.g., local or national) focused on a specific identified need of the school.	<ul style="list-style-type: none">• Representatives of multiple stakeholder groups and staff members participate in the development of resource management policies and procedures that are clearly communicated, fully implemented, regularly reviewed and modified as needed.• Representatives of multiple stakeholder groups and staff members collaborate to advise the school council in the development of a budget that allocates fiscal resources according to the identified needs of the school.• Standing committees (e.g., textbook, technology, budget) to address the allocation of resources are appointed and are fully functional.• The school equitably allocates resources (fiscal, human, physical, time) to encourage high student and staff performance.• The school has augmented its resources by taking advantage of external opportunities (e.g., local artists to teach students specialized skills, community or university library, surplus materials from local industries).	<ul style="list-style-type: none">• Resource management policies are in place, but policies are either not fully implemented or are not reviewed and modified as needed.• The school council adopts a budget, but the allocation of fiscal resources may not support the identified needs of the school as reflected in the comprehensive school improvement plan.• Standing committees are appointed to address the allocation of resources, but they may not be active.• The school allocates resources, but either the allocation is not equitable or not focused on high student and staff performance.• The school occasionally takes advantage of external resources.	<ul style="list-style-type: none">• There are no resource management policies.• The school council does not adopt a budget or the allocation of fiscal resources does not support the identified needs of the school.• There are no standing committees to address the allocation of resources.• The school does not have a process to allocate resources.• The school does not take advantage of external resources.

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8.1b The master class schedule reflects all students have access to all of the curriculum. <u>Examples of Supporting Evidence:</u> <ul style="list-style-type: none"> • Master schedule • Individual student schedules • Perception survey results • Student course requests • Individual education plans • Individual Learning Plans • School council policies and meeting agenda/minutes • Staff member, student and parent/family member interviews • Kentucky’s <i>Academic Expectations, Program of Studies</i> and <i>Core Content for Assessment</i>. 	Meets criteria for a rating of “3” on this indicator plus: <ul style="list-style-type: none"> • The school council regularly evaluates the adopted policy and modifies the policy as necessary. Implementation of procedures is monitored to ensure that all students have equitable access to the curriculum. • Alternative scheduling options are designed and implemented to ensure that all students have equitable access to all classes regardless of cultural background, physical abilities, socio-economic status and intellectual abilities. • The master schedule provides opportunities for students to access course offerings beyond the curriculum of the school. The school has developed external partnerships, such as those with colleges and universities to offer courses for credit/dual credit. • Creative scheduling and technological resources are combined to provide specialized singleton courses to ensure that students have access to all courses. 	<ul style="list-style-type: none"> • School council has adopted policy and school leadership implements procedures requiring equitable access to the curriculum for all students. • Students have equitable access to all classes regardless of cultural background, physical abilities, socio-economic status and intellectual abilities. • Sufficient course offerings are provided for all students to address Kentucky’s <i>Academic Expectations, Program of Studies</i> and <i>Core Content for Assessment</i>. • Specialized/singleton courses are intentionally scheduled to be non-concurrent and not in conflict with required offerings to ensure that students have access to all courses. 	<ul style="list-style-type: none"> • School council has adopted policy requiring equitable access to the curriculum for all students, but the policy has not been fully implemented. • Most students have equitable access to classes, but priority has not been given to students with disabilities when assigning classroom space. • Course offerings are sufficient in some areas for students to address Kentucky’s <i>Academic Expectations, Program of Studies</i>, and <i>Core Content for Assessment</i>. • Specialized/singleton courses are sometimes concurrently scheduled, or are in conflict with required courses. 	<ul style="list-style-type: none"> • The school council does not have policy that addresses equitable access to the curriculum. • Students do not have equitable access to classes. • Course offerings are insufficient for students to address Kentucky’s <i>Academic Expectations, Program of Studies</i>, and <i>Core Content for Assessment</i>. • Specialized/singleton courses are not offered.

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8.1c The instructional and non-instructional staff are allocated and organized based upon the learning needs of all students. <u>Examples of Supporting Evidence:</u> <ul style="list-style-type: none"> School council staffing policy Local Educator Assignment Data forms Perception survey results Master schedule Staff member, school council member and student interviews Teacher certification documentation Building map/classroom assignments Instructional assistants schedule Lesson plans/units of study Committee meeting agenda/minutes Kentucky Performance Report 	Meets criteria for a rating of “3” on this indicator plus: <ul style="list-style-type: none"> The school council revises their policy on staffing assignments based upon analysis of student performance data and emerging student needs. School leadership recruits teachers with multiple certifications to allow more flexibility in staff assignments. School and district leadership collaborate to ensure that building design and/or renovation specifically facilitates resource sharing, mentoring, and collaboration among teachers and students of similar grade levels or subject areas. Instructional assistants are assigned and reassigned to optimize program implementation and to meet the learning needs of students. 	<ul style="list-style-type: none"> The school council adopts policy and school leadership implements procedures to ensure that staff assignments are made to address specific student needs that are based on analysis of student performance data. All teachers are certified to teach in their assigned areas and/or grade levels. Classroom assignments maximize opportunities for resource sharing, mentoring and collaboration among teachers and students of similar grade levels or subject areas. Instructional assistants are assigned to effectively implement programs and meet the learning needs of students. 	<ul style="list-style-type: none"> The school council adopts policy to ensure that staff assignments are made to address specific student needs that are based on analysis of student performance data, but school leadership does not always implement procedures congruent with the policy. All teachers are certified to teach in their assigned areas or levels, but some teachers have emergency certification. Classroom assignments may allow resource sharing, mentoring, and collaboration among teachers and students, but these arrangements are generally not intentional. Instructional assistants are provided in some areas, but the numbers are not sufficient to meet needs. 	<ul style="list-style-type: none"> The school council does not have a policy on staff assignments, or the policy does not require that staff assignments address student-learning needs. Most teachers are certified to teach in their assigned areas or levels. Classroom assignments are not conducive to resource sharing, mentoring, or collaboration among teachers or students. Instructional assistants are not assigned to meet specific learning needs of students.

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8.1d There is evidence that the staff makes efficient use of instructional time to maximize student learning. <u>Examples of Supporting Evidence:</u> <ul style="list-style-type: none"> • School council policies and meeting agenda/minutes • Committee meeting agenda/minutes • Master schedule • Teacher schedules • Staff member and student interviews • Walkthrough observations • Schedule of special events • Field trip records • Lesson plans/units of study • Curriculum maps • Professional library/resources 	Meets criteria for a rating of “3” on this indicator plus: <ul style="list-style-type: none"> • The school council regularly evaluates the adopted policy and modifies the policy as necessary. Implementation of procedures is monitored to ensure that instructional time is protected to maximize student learning. • The school/district provides clerical and technological resources to teachers that enable them to more efficiently handle classroom management and organizational practices. • A subcommittee of the school council conducts ongoing research into effective instructional time practices and makes specific recommendations to the council for adjustments to the school’s schedule to maximize student learning. • Teachers collaborate on programs that occur during instructional time to ensure that the programs support instruction in multiple content areas. 	<ul style="list-style-type: none"> • The school council has adopted policy, and school leadership has implemented procedures to protect instructional time. • Classroom management and organizational practices are structured to ensure that instructional use of class time is maximized. • The staff adjusts the schedule (e.g., varying class length, allowing additional time for project development), as appropriate, based on instructional needs. • Programs that occur during instructional time (e.g., assembly programs, field trips) reinforce specific learning goals of students, extend classroom instruction and occur at appropriate points in the curriculum. 	<ul style="list-style-type: none"> • The school council has adopted policy to protect instructional time, but the policy has not been fully implemented. • The classroom management and organizational practices of some teachers ensure that instructional use of class time is maximized. • Staff members occasionally adjust the schedule to address instructional needs. • Programs that occur during instructional time usually relate to general learning goals. 	<ul style="list-style-type: none"> • The school council has not adopted policies to protect instructional time. • Classroom management and organizational practices are not structured to ensure that instructional use of class time is maximized. • Staff members do not adjust the schedule to address instructional needs. • Programs that occur during instructional time do not relate to the learning goals of students.

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<p>8.1e Staff promotes team planning vertically and horizontally across content areas and grade configurations that is focused on the goals, objectives and strategies in the improvement plan (e.g., common planning time for content area teachers; emphasis on learning time and not seat time; and integrated units).</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> • Master schedule • Staff member interviews • Comprehensive school improvement plan • Lesson plans/units of study • School/district shared online folders/ Web pages • Professional library/resources • Meeting agenda/minutes/observations 	<p>Meets criteria for a rating of “3” on this indicator plus:</p> <ul style="list-style-type: none"> • Staff members collaborate to develop and implement a schedule that provides regular common team planning time, by both content areas and grade levels. • Staff members use common team planning time to collaborate by both content area and grade level to focus classroom instruction on the goals and objectives of the comprehensive school improvement plan. • Staff members collaborate with the staff members at other schools across the district to electronically share lesson plans and curriculum maps in order to more effectively address vertical transitions. • Staff members from multiple schools collaborate to implement a district-wide, research-informed evaluation of team planning on student performance and make adjustments as necessary to achieve the goals and objectives of the comprehensive school improvement plan. • Abundant resources are used to support teacher collaboration and team planning to meet the individual learning needs of students. 	<ul style="list-style-type: none"> • Staff members collaborate to develop and implement a schedule that provides regular common team planning time, by content area and/or grade level. • Staff members use common team planning time to collaborate by content area and/or grade level to focus classroom instruction on the goals and objectives of the comprehensive school improvement plan. • Staff members post lesson plans and curriculum maps in a shared online environment or other convenient venue to promote horizontal and vertical team planning. • Staff members evaluate the impact of the team planning on student performance and make adjustments as necessary. • Resources (time, space, people, money, materials) are used to support teacher collaboration and team planning to meet the individual learning needs of students. 	<ul style="list-style-type: none"> • Staff members may collaborate to develop a schedule that provides regular common team planning time, but the schedule is not implemented as developed. • Staff members use common team planning time to collaborate, but their efforts are not focused on the goals and objectives of the comprehensive school improvement plan. • Some staff members share lesson plans to promote horizontal and vertical team planning. • Staff members informally discuss the impact of team planning on student performance, but adjustments are not always made. • Resources are not always used to support teacher collaboration and team planning to meet student learning needs. 	<ul style="list-style-type: none"> • Staff members do not collaborate to develop a schedule that provides common team planning time.. • Staff members do not use common team planning time to collaborate. • Staff members do not share lesson plans to promote horizontal and vertical team planning. • Staff members do not consider the impact of team planning on student performance. • Resources are not used to support teacher collaboration and team planning.

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<p>8.1f The schedule is intentionally aligned with the school’s mission and designed to ensure that all staff provide quality instructional time (e.g., flex time, organization based on developmental needs of students, interdisciplinary units, etc.).</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> • Comprehensive school improvement plan • Extended school services programs and procedures • Documentation of peer tutors, cooperative learning groups • Kentucky Early Learning Profile • Examples of student learning inventories • Master schedule • Walkthrough observations • Mission and belief statements • Staff member and student interviews • School council policy 	<p>Meets criteria for a rating of “3” on this indicator plus:</p> <ul style="list-style-type: none"> • The school’s schedule is designed so that maximum instructional time is available for staff members to provide quality instruction to accomplish the missions of the school and the district. • Creative scheduling and technological resources are combined to meet the developmental needs and learning styles of students. • Staff members implement research-informed and innovative instructional strategies and time usage practices to promote successful student performance. 	<ul style="list-style-type: none"> • The school’s schedule is designed so that maximum instructional time is available for staff members to provide quality instruction to accomplish the mission of the school. • The developmental needs and learning styles of students are given priority in arranging student schedules. • Staff members implement a variety of effective instructional strategies and provide extended time for learning to promote successful student performance. 	<ul style="list-style-type: none"> • The stated intention of the design of the school’s schedule is to maximize instructional time for staff members to provide quality instruction to accomplish the mission of the school, but the schedule more often accommodates the convenience of staff members. • The developmental needs and learning styles of students may be considered in arranging student schedules, but are not made a priority. • Some staff members implement a variety of effective instructional strategies and/or provide expanded instructional opportunities for learning to promote successful student performance. 	<ul style="list-style-type: none"> • Maximization of instructional time is not a consideration in the design of the school’s schedule. • The developmental needs and learning styles of students are not considered in arranging student schedules. • Staff members use a single method of instruction and/or do not provide expanded instructional opportunities for learning.

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8.2 RESOURCE ALLOCATION AND INTEGRATION 8.2a The school/district provides a clearly defined process (in accordance with the school council allocation formula) to provide equitable and consistent use of fiscal resources. <u>Examples of Supporting Evidence:</u> <ul style="list-style-type: none"> • School budgets • School council policies • Budgetary procedure manuals • School council meeting agenda and minutes • School council budget committee meeting agenda and minutes • School financial reports • District and school staff member, parent/family member, parent school council member and student interviews 	Meets criteria for a rating of “3” on this indicator plus: <ul style="list-style-type: none"> • Representatives of multiple stakeholder groups (e.g., parents, teachers, community leaders, students) are involved in budget development. • School leadership has established a clearly defined process for supporting staff members in obtaining resources from external sources to augment school allocations. • The school’s financial records are posted in a public venue (e.g., public library, Web page) and school council members are provided access to basic MUNIS finance and budget support. • Teachers have access to abundant resources to meet the identified needs of their students. 	<ul style="list-style-type: none"> • The school council has adopted a clearly defined budget policy and school leadership has implemented budgetary procedures to allocate funds to meet the identified needs of students. • School leadership supports staff members in obtaining resources from external sources (e.g., grants, instructional materials) to augment school allocations. • The school’s financial records are published in a form that is understandable by school staff members and regularly reviewed at school council meetings. • Teachers have equitable access to fiscal resources to meet the identified needs of their students and are expected to participate in fiscal decision-making. 	<ul style="list-style-type: none"> • The school council has a budget policy, but it is not clearly defined or school leadership has not fully implemented budgetary procedures to allocate funds to meet the identified needs of students. • School leadership does not always support staff members in obtaining resources from external sources to augment school allocations. • The school’s financial records are difficult to obtain, not in a form that is fully understandable by school staff members or not regularly reviewed at school council meetings. • Teachers may have equal access to fiscal resources, but those resources are not equitably distributed to meet the identified needs of students. 	<ul style="list-style-type: none"> • The school council does not have a budget policy. • School leadership does not support staff members in their efforts to obtain resources from external sources. • The school’s financial records are not available. • Teachers do not have equal or equitable access to fiscal resources.

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8.2b The school/district budget reflects decisions made about discretionary funds and resources are directed by an assessment of need or a required plan, all of which consider appropriate data. <u>Examples of Supporting Evidence:</u> <ul style="list-style-type: none"> • Comprehensive school improvement plan • School budgets • Vision and mission statements • School council budget policy • School procedures manual • School financial reports • School council meeting agenda and minutes • Needs assessments data • District and school staff member, parent school council member and other stakeholder interviews 	Meets criteria for a rating of “3” on this indicator plus: <ul style="list-style-type: none"> • Abundant discretionary funds support the vision and mission statements of the school and relate directly to student needs. • The school council has developed policies with input from staff members and other stakeholders. • The school council implements a comprehensive research-informed needs assessment process for budget planning purposes. • The operational procedures for expenditure of discretionary funds are informed by organizational efficiency research. 	<ul style="list-style-type: none"> • Expenditures of discretionary funds support the vision and mission statements of the school and relate directly to student needs identified from appropriate data. • The school council has adopted policy and school leadership has implemented operational procedures for distribution of discretionary funds. • The school council conducts a needs assessment for budget planning purposes with all staff members and other stakeholders. • Established operational procedures are followed in the expenditure of discretionary funds and result in the funding of educational priorities related directly to student needs. 	<ul style="list-style-type: none"> • Expenditures of discretionary funds may support the vision and mission statements of the school, but the match of expenditures to identified student needs is not intentional. • The school council has adopted policy and school leadership has established procedures for distribution of discretionary funds, but the procedures are not always followed. • The school council conducts a needs assessment for budget planning purposes, but the assessment is limited in scope and/or involves few people beyond the council members. • Operational procedures may be in place for expenditures of discretionary funds, but the procedures are not always followed. 	<ul style="list-style-type: none"> • Expenditures of discretionary funds do not support the vision and mission statements of the school. • The school council does not have a policy on or school leadership has not established procedures for the distribution of discretionary funds. • The school council does not conduct a needs assessment for budget planning purposes. • Expenditures of discretionary funds do not follow operational procedures.

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8.2c School councils and school boards analyze funding and other resource requests to ensure the requests are tied to the school’s plan and identified priority needs. <u>Examples of Supporting Evidence:</u> <ul style="list-style-type: none"> • Comprehensive school improvement plan • Comprehensive district improvement plan • Local board of education policies • District procedures manuals • School council policies • School financial management procedures • School budgets • Documentation of grant awards • School council meeting agenda and minutes • District staff member, school staff member and school council member interviews 	Meets criteria for a rating of “3” on this indicator plus: <ul style="list-style-type: none"> • Budget decisions are data-informed, intentional and aligned with the action components of the comprehensive school and district improvement plans. • Funds are integrated and expended in accordance with the comprehensive school and district improvement plans and requirements of grants. • School leadership engages representatives of all stakeholder groups in long-term financial planning to ensure that expenditures proactively meet the anticipated future needs of the school’s students. 	<ul style="list-style-type: none"> • Budget decisions are data-informed, intentional and aligned with the action components of the comprehensive school improvement plan. • Funds are expended in accordance with the comprehensive school improvement plan and requirements of grants. • Expenditures are monitored regularly and adjusted as necessary to meet changing student needs. 	<ul style="list-style-type: none"> • Some budget decisions are aligned with the action components of the comprehensive school improvement plan, but they may not be intentional or informed by data. • Funds are not always expended in accordance with the comprehensive school improvement plan and requirements of grants. • Expenditures are not regularly monitored or adjusted to meet changing student needs. 	<ul style="list-style-type: none"> • Budget decisions are not aligned with the action components of the comprehensive school improvement plan. • Funds are not expended in accordance with the comprehensive school improvement plan and requirements of grants. • Expenditures are not monitored or adjusted to meet changing student needs.

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<p>8.2d State and federal program resources are allocated and integrated (Safe Schools, Title I, Individuals with Disabilities Education Act, Family Resource/Youth Services Centers, Extended School Services) to address student needs identified by the school/district.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> • Comprehensive school improvement plan • School budgets (5 year history) • Categorical program financial reports (5 year history) • School council meeting agenda and minutes • District and school staff member interviews 	<p>Meets criteria for a rating of “3” on this indicator plus:</p> <ul style="list-style-type: none"> • All categorical funds are appropriately and effectively integrated with general funds to maximize support of identified student needs. • Categorical funds are expended to encourage research-informed and innovative program strategies to be implemented in the classroom to meet specific student needs. • School leadership engages representatives of all stakeholder groups in long-term financial planning to ensure that expenditures of revenue from multiple sources are leveraged to maximize student achievement. 	<ul style="list-style-type: none"> • All categorical funds are allocated to support identified student needs. • The expenditure of categorical funds is monitored and analyzed frequently. Program strategies are revised based on the evaluation of specific student needs. • Revenue from multiple sources is consistently integrated to maximize student achievement. 	<ul style="list-style-type: none"> • Categorical funds do not always support identified student needs. • The expenditure of categorical funds may be monitored, but program strategies are not always revised based on the evaluation of specific student needs. • Revenue from various sources is not always integrated to maximize student achievement. 	<ul style="list-style-type: none"> • Categorical funds are not used to support identified student needs. • The expenditure of categorical funds is not monitored. • Revenue from various sources is not integrated.

EFFICIENCY STANDARD 9 – COMPREHENSIVE AND EFFECTIVE PLANNING

Standard 9: The school/district develops, implements, and evaluates a comprehensive school improvement plan that communicates a clear purpose, direction and action plan focused on teaching and learning.

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<p>9.1 DEFINING THE SCHOOL’S VISION, MISSION, BELIEFS</p> <p>9.1a There is evidence that a collaborative process was used to develop the vision, beliefs, mission and goals that engage the school community as a community of learners.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> • Executive summary of the comprehensive school improvement plan • Mission and belief statements • School council/subcommittee meeting agenda and minutes • School improvement planning team meeting agenda and minutes • Staff member, community member, parent/family member and school improvement planning team member interviews • Perception survey results 	<p>Meets criteria for a rating of “3” on this indicator plus:</p> <ul style="list-style-type: none"> • During the development of the school’s vision, mission, beliefs and goal statements, representatives of stakeholder groups confer with and obtain input from their constituent organizations. • Drafts of these statements were presented by teams composed of representatives of stakeholder groups at open meetings, and public comment was sought and considered prior to final adoption. 	<ul style="list-style-type: none"> • Representatives of stakeholder groups reflecting the diversity of the school’s learning community collaborate to draft and finalize the school’s vision, mission, beliefs and goal statements. • Drafts of these statements were presented to the general public at open meetings, and public comment was encouraged and considered prior to final adoption. 	<ul style="list-style-type: none"> • A collaborative process is established that involves teachers and administrators in defining the school’s vision, beliefs, mission and goals; but it provides a limited role for other stakeholders (e.g., students, parents, community members). • Drafts of these statements were presented to the general public at open meetings, but opportunity for public comment was not always provided. 	<ul style="list-style-type: none"> • No effort is made to establish a collaborative process to define the school’s vision, beliefs, mission and goals. • Drafts of these statements were not presented to the general public.

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9.2 DEVELOPMENT OF THE PROFILE 9.2a There is evidence the school/district planning process involves collecting, managing and analyzing data. <u>Examples of Supporting Evidence:</u> <ul style="list-style-type: none"> • Comprehensive school improvement plan • Implementation and Impact Checks • School council/subcommittee meeting agenda and minutes • School improvement planning team meeting agenda and minutes • School and district staff member, community member, parent/family member and school improvement planning team member interviews • Student work • Perception survey results • School profile • School report card • Data analysis summaries/reports • Software Technology, Incorporated reports • Needs assessment data • Kentucky Performance Report 	Meets criteria for a rating of “3” on this indicator plus: <ul style="list-style-type: none"> • The systematic data analysis process includes the identification of trends, projections, and correlations of data, as well as the identification of emerging issues to inform decision-making at the school and classroom levels. • School profile data are disaggregated, analyzed and disseminated to all staff members who apply the implications of the data to instructional decision-making. • The analysis of data is validated against educational research to design curriculum, assessment and instruction that fosters positive change and creates a culture of high achievement for all students. • The district establishes and maintains a district-wide, state-of-the-art data management system that is also accessible throughout the district. 	<ul style="list-style-type: none"> • There is a systematic process for collecting, managing and analyzing data that enables school leadership to determine areas of strength and limitation and that informs decision-making at the school and classroom levels. • School profile data reflect the school’s overall performance and are disaggregated and analyzed by appropriate subgroups (e.g., gender, race/ethnic group, economic level). • The sets of data collected in each area of the profile are integrated and analyzed using a systems approach, and the analysis includes comparison to similar and high-performing schools. • A data management system is in place that allows ready access to the school’s longitudinal profile data for revision and analysis over time. 	<ul style="list-style-type: none"> • There is a process for collecting, managing and analyzing data that enables school leadership to determine areas of strength and limitation, but the data analysis is not used to inform decision-making at the school and classroom levels. • School profile data reflect the school’s overall performance, but the data are not always disaggregated and analyzed by appropriate subgroups. • The sets of data collected for the profile are not always integrated or analyzed using a systems approach. • A data management system is in place, but access to the school’s data is difficult and hinders analysis of data over time. 	<ul style="list-style-type: none"> • There is an inefficient process for collecting, managing and analyzing data. • School profile data does not accurately reflect the school’s overall performance. • The sets of data collected for the profile are not analyzed using a systems approach. • There is no data management system in place.

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9.2b The school/district uses data for school improvement planning. <u>Examples of Supporting Evidence:</u> <ul style="list-style-type: none"> • Comprehensive school improvement plan • Written and graphical data analyses • School improvement planning team meeting agenda and minutes • Staff member, community member, parent/family member and school improvement planning team member interviews • Kentucky Performance Report • Comprehensive Test of Basic Skills reports • Needs assessment data • Perception survey results • School profile 	Meets criteria for a rating of “3” on this indicator plus: <ul style="list-style-type: none"> • The collected data are used to anticipate and proactively address future needs. • Analysis of trend data is conducted and is reflected in the objectives of the comprehensive school improvement plan. The data are viewed as a stimulus for improvement, rather than merely a snapshot of current conditions. 	<ul style="list-style-type: none"> • The collected data are used to identify and prioritize areas of need for the comprehensive school improvement plan. Student achievement data are a significant part of the data used to identify and prioritize needs. • The analysis of the data contained in the school’s profile guides the school improvement planning process and is reflected in the objectives of the plan. 	<ul style="list-style-type: none"> • The collected data are used to identify areas of need for the comprehensive school improvement plan. Student achievement data are sometimes used to identify and prioritize needs, but they are not used in a consistent and deliberate manner. • There is some analysis of the data to guide school improvement, but either the implications of the analysis are not fully explored or the analysis is only partially reflected in the objectives of the comprehensive school improvement plan. 	<ul style="list-style-type: none"> • The collected data are not used to identify and prioritize areas of need for the comprehensive school improvement plan. • Analysis of profile data is not used for comprehensive school improvement planning and/or is not reflected in the objectives of the plan.

Indicator	Ratings of Performance			
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9.3 DEFINING DESIRED RESULTS FOR STUDENT LEARNING 9.3a School and district plans reflect learning research, current local, state and national expectations for student learning and are reviewed by the planning team. <u>Examples of Supporting Evidence:</u> <ul style="list-style-type: none"> • Comprehensive school improvement plan • Standards-based curriculum documents • School improvement planning team meeting agenda and minutes • Staff member, community member, parent/family member and school improvement planning team member interviews • School council/subcommittee meeting agenda and minutes • Professional library/resources • Research findings • Scholastic audit/review reports 	Meets criteria for a rating of “3” on this indicator plus: <ul style="list-style-type: none"> • Staff members implement the educational research findings of the school improvement planning team in designing appropriate instructional strategies that are specified in the comprehensive school improvement plan. • School leadership incorporates interdisciplinary school-wide goals for student learning into the comprehensive school improvement plan. 	<ul style="list-style-type: none"> • The school improvement planning team conducts a review of the latest educational research that has implications for student learning and reports its findings to the school council and staff members. • School leadership considers district and state standards as they work with the school improvement planning team to determine the goals and objectives of the plan. 	<ul style="list-style-type: none"> • The school improvement planning team conducts a review of educational research, but the implications of the research for student learning are not fully considered. • School leadership considers district and state standards, but does not use the team’s findings to determine the goals and objectives of the comprehensive school improvement plan. 	<ul style="list-style-type: none"> • The school improvement planning team does not review educational research. • School leadership does not consider district and state standards when determining the goals and objectives of the comprehensive school improvement plan.

Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
9.3b The school/district analyzes their students' unique learning needs. <u>Examples of Supporting Evidence:</u> <ul style="list-style-type: none"> • Comprehensive school improvement plan • Perception survey results • Needs assessment data • School improvement planning team meeting agenda and minutes • Staff member, community member, parent/family member and school improvement planning team member interviews • Documentation of data analysis • Kentucky Performance Report • Comprehensive Test of Basic Skills reports 	Meets criteria for a rating of “3” on this indicator plus: <ul style="list-style-type: none"> • The school improvement team conducts additional surveys of stakeholder perceptions as needed. • The school improvement planning team has established self-assessment mechanisms and collects data to ensure that their efforts are serving the school improvement effort as a whole. • School leadership regularly analyzes student performance data and develops a school strategy that empowers teachers and administrators to make decisions that support success for students with special learning needs and for all population subgroups. 	<ul style="list-style-type: none"> • The school improvement planning team conducts an analysis of the results of surveys of stakeholder perceptions on the strengths and limitations of the school in meeting the unique learning needs of students. • Data are collected to verify strengths and to establish a baseline in areas of limitation so that improvements in student learning can be monitored over time. • School leadership analyzes student performance data to identify students with unmet special learning needs and to identify achievement gaps within the student population as a whole. 	<ul style="list-style-type: none"> • The school improvement planning team surveys stakeholder perceptions on the strengths and limitations of the school in meeting the unique learning needs of students, but either the survey results are not thoroughly analyzed or are not consistently used as a data source for planning. • Data are collected to verify strengths, but the data are not used to establish a baseline in areas of limitation so that improvements in student learning can be monitored over time. • School leadership analyzes student performance data, but either the analysis is not always used to identify students that have special learning needs or is inadequate to help the school identify gaps. 	<ul style="list-style-type: none"> • The school improvement planning team does not survey stakeholder perceptions on the strengths and limitations of the school in meeting the unique learning needs of students. • Data are not collected to verify the strengths and limitations of the school in improving student learning. • Data are not considered in identifying student learning needs.

Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<p>9.3c The desired results for student learning are defined.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none">• Comprehensive school improvement plan• Student performance level descriptions• School improvement planning team meeting agenda and minutes• Staff member, school council member, community member, parent/family member and school improvement planning team member interviews• School council/subcommittee meeting agenda and minutes	<p>Meets criteria for a rating of “3” on this indicator plus:</p> <ul style="list-style-type: none">• The desired results for student learning are regularly reviewed and modified as necessary.• The desired results for student learning anticipate the needs of the school’s population as life-long learners with a focus on access and equity.• School leadership and representatives from all stakeholder groups collaborate to identify the student learning goals and share a sense of responsibility and commitment for achieving the goals of the comprehensive school improvement plan.	<ul style="list-style-type: none">• The desired results for student learning are clearly and concisely stated, defined in measurable terms and accompanied by benchmarks.• The desired results for student learning reflect meaningful and challenging learning goals and are aligned with the school’s vision.• School leadership has identified a manageable number of student learning goals as priorities for the comprehensive school improvement plan. Staff members share a sense of responsibility for achieving the goals of the plan.	<ul style="list-style-type: none">• The desired results for student learning are clearly stated, but not defined in measurable terms or not accompanied by benchmarks.• Some of the desired results for student learning are meaningful and sufficiently challenging, but they are not all aligned with the school’s vision.• School leadership has identified student learning goals as priorities for the comprehensive school improvement plan, but the number of goals is not manageable or not all staff members share a sense of responsibility for achieving the goals of the plan.	<ul style="list-style-type: none">• The desired results for student learning are not stated.• The desired results for student learning are neither meaningful nor sufficiently challenging.• School leadership has not identified student learning goals as priorities for the comprehensive school improvement plan.

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<p>9.4 ANALYZING INSTRUCTIONAL AND ORGANIZATIONAL EFFECTIVENESS</p> <p>9.4a Perceived strengths and limitations of the school/district instructional and organizational effectiveness are identified using the collected data.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> • Comprehensive school improvement plan • School improvement planning team meeting agenda and minutes • Staff member, school council member, community member, parent/family member and school improvement planning team member interviews • Needs assessment data • Data analysis summaries/reports • School council/subcommittee meeting agenda and minutes • Kentucky Performance Report 	<p>Meets criteria for a rating of “3” on this indicator plus:</p> <ul style="list-style-type: none"> • Staff members and representatives of stakeholder groups use data triangulation to review survey data from multiple sources to corroborate the identification of perceived strengths and limitations of the school. • School leadership ensures that all four types of data (student learning, demographic, perception and school processes) are collected and intentionally used to verify the strength and limitations in the organizational and instructional domains of the school and to validate the goals of the comprehensive school improvement plan. 	<ul style="list-style-type: none"> • Staff members and representatives of stakeholder groups review survey data to identify perceived strengths and limitations of the school to inform school improvement planning. • Additional data are analyzed to verify perceived strengths and limitations in the organizational and instructional domains of the school to validate the goals of the comprehensive school improvement plan. 	<ul style="list-style-type: none"> • Staff members sometimes review survey data to identify perceived strengths and limitations of the school, but the results of the review are not always used to inform school improvement planning. • Additional data are analyzed, but the level of analysis is not always sufficient to verify the perceived strengths and limitations in the organizational and instructional domains of the school. 	<ul style="list-style-type: none"> • Staff members do not review survey data to identify perceived strengths and limitations of the school. • Data are not analyzed to verify the perceived strengths and limitations of the school.

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	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<p>9.4b The school/district goals for building and strengthening the capacity of the school/district instructional and organizational effectiveness are defined.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none">• Action components of the comprehensive school improvement plan• School improvement planning team meeting agenda and minutes• Staff member, school council member, parent/family member, school improvement team member and community member interviews• School council meeting agenda and minutes	<p>Meets criteria for a rating of “3” on this indicator plus:</p> <ul style="list-style-type: none">• School improvement goals are visionary, validated against educational research and balanced between the school’s instructional and organizational activities.	<ul style="list-style-type: none">• School improvement goals are stated in clear, concise and measurable terms and are focused on building the school’s capacity for instructional and organizational effectiveness.	<ul style="list-style-type: none">• School improvement goals are generally stated in clear and concise terms, but either are not measurable or are not focused on the school’s capacity for instructional and organizational effectiveness.	<ul style="list-style-type: none">• School improvement goals are not stated in clear, concise or measurable terms.

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	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<p>9.5 DEVELOPMENT OF THE IMPROVEMENT PLAN</p> <p>9.5a The action steps for school improvement are aligned with the school improvement goals and objectives.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> • Action components of the comprehensive school improvement plan • School improvement planning team meeting agenda and minutes • Staff member, school improvement planning team member and school council member interviews • School council meeting agenda and minutes 	<p>Meets criteria for a rating of “3” on this indicator plus:</p> <ul style="list-style-type: none"> • The action components of the comprehensive school improvement plan are intentionally focused on equity of academic opportunity and access for all individual students as well as subpopulations. • The goals, objectives and activities of the comprehensive school improvement plan are seamlessly integrated into the practice of the school resulting in a culture of high achievement for all students. • Activities in the comprehensive school improvement plan are validated against best practices of similar and high-performing schools. 	<ul style="list-style-type: none"> • The action components of the comprehensive school improvement plan include an intentional focus on closing achievement gaps among subpopulations. • The goals, objectives and activities of the comprehensive school improvement plan are all in alignment. • Activities in the comprehensive school improvement plan are grounded in research and are sufficient to achieve the objectives. 	<ul style="list-style-type: none"> • The action components of the comprehensive school improvement plan may have an impact on closing achievement gaps among subpopulations, but the focus is not intentional. • Not all of the goals, objectives and activities of the comprehensive school improvement plan are in alignment. • Activities in the comprehensive school improvement plan may be grounded in research, but are not always sufficient to achieve the objectives. 	<ul style="list-style-type: none"> • The action components of the comprehensive school improvement plan do not include a focus on closing achievement gaps. • The goals, objectives and activities of the comprehensive school improvement plan are not in alignment. • Activities in the comprehensive school improvement plan have no basis in research and are not sufficient to achieve the objectives.

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9.5b The plan identifies the resources, timelines, and persons responsible for carrying out each activity. <u>Examples of Supporting Evidence:</u> <ul style="list-style-type: none"> • Comprehensive school improvement plan • School council meeting agenda and minutes • School improvement planning team meeting agenda and minutes • School council member, staff member and school improvement planning team member interviews 	Meets criteria for a rating of “3” on this indicator plus: <ul style="list-style-type: none"> • The timelines established for the action components in the comprehensive school improvement plan are realistic without compromising educational idealism or detracting from the immediacy of impacting student performance. • Abundant resources are available for all activities in the comprehensive school improvement plan, constructing a bridge of support between goal setting and implementation of the plan. • The persons responsible for implementation of the action components of the comprehensive school improvement plan include representatives of other stakeholder groups as well as staff members. 	<ul style="list-style-type: none"> • The timelines established for the action components in the comprehensive school improvement plan are realistic and designed to have maximum impact on student performance. • Adequate resources are identified for all activities in the comprehensive school improvement plan. All funding sources are integrated in the budget to support the plan. • The comprehensive school improvement plan identifies those persons responsible for implementation of the action components, and this responsibility is shared among staff members. 	<ul style="list-style-type: none"> • The timelines established for the action components in the comprehensive school improvement plan are not always realistic or are not always designed to impact student performance. • Limited resources are provided for the activities in the comprehensive school improvement plan, and/or funding sources are not always integrated. • The comprehensive school improvement plan identifies the role group responsible for implementation of the action components, but the responsibility is not shared among staff members. 	<ul style="list-style-type: none"> • The timelines for the action plan in the comprehensive school improvement plan have not been established or are unrealistic. • Resources are not identified for the activities in the comprehensive school improvement plan. • The comprehensive school improvement plan does not identify those responsible for implementation of the action components.

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	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<p>9.5c The means for evaluating the effectiveness of the improvement plan are established.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> • Comprehensive school improvement plan • Implementation and Impact Checks • School improvement planning team meeting agenda and minutes • School council meeting agenda and minutes • Staff member, school council member and school improvement planning team member interviews 	<p>Meets criteria for a rating of “3” on this indicator plus:</p> <ul style="list-style-type: none"> • School leadership provides appropriate and timely academic press and support to ensure effective implementation of the activities of the comprehensive school improvement plan. • School leadership validates the results of data analysis against educational research and makes recommendations for appropriate modifications to the comprehensive school improvement plan. 	<ul style="list-style-type: none"> • School leadership systematically conducts implementation and impact checks to monitor the effectiveness of the activities of the comprehensive school improvement plan over time. • School leadership analyzes the data collected through implementation and impact checks and makes appropriate modifications to the comprehensive school improvement plan. 	<ul style="list-style-type: none"> • School leadership conducts Implementation and Impact Checks to monitor the effectiveness of the activities of the comprehensive school improvement plan, but the process is not systematic. • School leadership reviews the data collected through implementation and impact checks, but does not always make appropriate modifications to the comprehensive school improvement plan. 	<ul style="list-style-type: none"> • School leadership does not conduct Implementation and Impact Checks. • School leadership does not review the data collected through implementation and impact checks.

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<p>9.5d The improvement plan is aligned with the school’s profile, beliefs, mission, desired results for student learning and analysis of instructional and organizational effectiveness.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> • Comprehensive school improvement plan • Staff member, school council member and school improvement planning team member interviews • Perception survey results • School profile • Needs assessment data • Mission and belief statements • School council meeting agenda and minutes • School improvement planning team meeting agenda and minutes 	<p>Meets criteria for a rating of “3” on this indicator plus:</p> <ul style="list-style-type: none"> • The action components in the comprehensive school improvement plan are aligned with the mission and beliefs of the school and the district. • The action components in the comprehensive school improvement plan anticipate the needs of the school’s population as life-long learners and enhance the instructional and organizational effectiveness of the school. 	<ul style="list-style-type: none"> • The action components in the comprehensive school improvement plan are aligned with the school’s mission and beliefs. • The action components in the comprehensive school improvement plan support the desired results for student learning and instructional and organizational effectiveness as reflected in the school’s mission and beliefs. 	<ul style="list-style-type: none"> • Some action components in the comprehensive school improvement plan are aligned with the school’s mission and beliefs. • Some action components in the comprehensive school improvement plan support the desired learning results and instructional and organizational effectiveness. 	<ul style="list-style-type: none"> • The school’s mission and beliefs were not considered or did not guide the development of the action components of the comprehensive school improvement plan. • The action components in the comprehensive school improvement plan do not support the desired results for student learning or instructional and organizational effectiveness.

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9.6 IMPLEMENTATION AND DOCUMENTATION 9.6a The plan is implemented as developed. <u>Examples of Supporting Evidence:</u> <ul style="list-style-type: none"> • Comprehensive school improvement plan • Implementation and Impact Checks • Staff member, school improvement planning team member and other stakeholder interviews • School council meeting agenda and minutes • School improvement planning team meeting agenda and minutes 	Meets criteria for a rating of “3” on this indicator plus: <ul style="list-style-type: none"> • School leadership models a collaborative approach to the implementation of the comprehensive school improvement plan. • Stakeholders know the goals of the comprehensive school improvement plan and are involved in implementing the plan as developed. 	<ul style="list-style-type: none"> • School leadership provides ongoing direction, support and resources for effective implementation of the comprehensive school improvement plan. • Staff members know the goals of the comprehensive school improvement plan and implement the plan as developed. 	<ul style="list-style-type: none"> • School leadership provides limited direction and support for the implementation of the comprehensive school improvement plan. • Most staff members are aware of the comprehensive school improvement plan, but not all are involved in implementation of the plan as developed. 	<ul style="list-style-type: none"> • School leadership does not provide direction and support for the implementation of the comprehensive school improvement plan. • Staff members do not have sufficient awareness of the comprehensive school improvement plan to be involved in its implementation.

Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<p>9.6b The school evaluates the degree to which it achieves the goals and objectives for student learning set by the plan.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none">• Comprehensive school improvement plan• Implementation and Impact Checks and summaries of data collected• Staff member, school council member and school improvement planning team member interviews• School council/subcommittee meeting agenda and minutes• School improvement planning team meeting agenda and minutes• Kentucky Performance Report• Perception survey results	<p>Meets criteria for a rating of “3” on this indicator plus:</p> <ul style="list-style-type: none">• School leadership validates the analysis of data against educational research and compares levels of student performance to those in similar and high-performing schools.	<ul style="list-style-type: none">• School leadership collects and analyzes data in the areas targeted by the comprehensive school improvement plan, and compares levels of student performance at regular intervals to evaluate the degree to which the goals of the plans are achieved.	<ul style="list-style-type: none">• School leadership may collect and analyze data in the areas targeted by the comprehensive school improvement plan, but does not always compare levels of student performance at regular intervals to evaluate the degree to which the goals of the plan are achieved.	<ul style="list-style-type: none">• School leadership does not analyze data in the areas targeted by the comprehensive school improvement plan for the purpose of evaluating the degree to which the goals of the plan are achieved.

Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<p>9.6c The school evaluates the degree to which it achieves the expected impact on classroom practice and student performance specified in the plan.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none">• Comprehensive school improvement plan• Implementation and Impact Checks and summaries of data collected• Staff member, school improvement planning team member, and school council member interviews• School council meeting agenda and minutes• School improvement planning team agenda and minutes• Kentucky Performance Report• Perception survey results• Software Technology, Incorporated reports	<p>Meets criteria for a rating of “3” on this indicator plus:</p> <ul style="list-style-type: none">• School leadership validates the analysis of data against educational research and compares levels of student performance to those in similar and high-performing schools to assimilate a culture of high performance expectations into the practice of classrooms and the school.	<ul style="list-style-type: none">• School leadership collects and analyzes data in the areas targeted by the comprehensive school improvement plan, and compares levels of student performance at regular intervals to evaluate the degree to which the expected impact on classroom practice is achieved.	<ul style="list-style-type: none">• School leadership may collect and analyze data in the areas targeted by the comprehensive school improvement plan, but does not always compare levels of student performance at regular intervals to evaluate the degree to which the expected impact on classroom practice is achieved.	<ul style="list-style-type: none">• School leadership does not analyze data in the areas targeted by the comprehensive school improvement plan for the purpose of evaluating the degree to which the expected impact on classroom practice is achieved.

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	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<p>9.6d There is evidence of attempts to sustain the commitment to continuous improvement.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> • Comprehensive school improvement plan • Implementation and Impact Checks • Staff member, school improvement planning team member, parent/family member, and community member interviews • School council meeting agenda and minutes • School improvement planning team agenda and minutes • Perception survey results • Samples of communications to staff and stakeholders • Media releases • Identified new objectives for improvement • Needs assessment data 	<p>Meets criteria for a rating of “3” on this indicator plus:</p> <ul style="list-style-type: none"> • School leadership ensures that implementation strategies are relevant, appropriate, drawn from research and customized for school context, resulting in a high level of staff support and commitment. • Formal recognition and celebration of accomplishments are thoroughly assimilated into the practice of the school and are a vital impetus for school improvement. • School leadership engages representatives of the learning community in long-term planning to identify new or emerging objectives that proactively meet the anticipated future learning needs of the school’s students. 	<ul style="list-style-type: none"> • School leadership implements a systematic and ongoing process to conduct a comprehensive analysis of the school’s progress in achieving the goals of the comprehensive school improvement plan. Feedback is collected from stakeholders, and modifications to the plan are made as necessary. • School leadership regularly provides school improvement reports to the school council. Accomplishments are formally recognized and celebrated. • New or emerging objectives for improving student performance are identified, and activities are selected and implemented to address these objectives. 	<ul style="list-style-type: none"> • School leadership conducts a review of the school’s progress in achieving the goals of the comprehensive school improvement plan. Feedback is not always collected from stakeholders or used to make modifications to the plan. • School leadership sometimes provides school improvement reports to the school council. Accomplishments may be noted on an informal basis. • New areas for needed improvement may be identified, but objectives are not always specified. 	<ul style="list-style-type: none"> • School leadership makes no effort to sustain the school’s commitment to continuous improvement. • School leadership does not provide school improvement reports to the school council. • New or emerging areas for improving student performance are not identified.

KERA Goals For Kentucky Schools

- 1. Schools shall expect a high level of achievement from all students.
- 2. Schools shall develop their students’ ability to:
 - a. Use basic communication and mathematics skills for purposes and situations they will encounter throughout their lives;
 - b. Apply core concepts and principals from mathematics, the sciences, the arts, the humanities, social studies and practical living studies to situations they will encounter throughout their lives
 - c. Become a self-sufficient individual;
 - d. Become responsible members of a family, work group or community including demonstrating effectiveness in community service;
 - e. Think and solve problems in school situations and in a variety of situations they will encounter in life; and
 - f. Connect and integrate experiences and new knowledge from all subject matter fields with what they have previously learned and build on past learning experiences to acquire new information through various media sources.
- 3. Schools shall increase their students’ rate of school attendance.
- 4. Schools shall reduce their students’ dropout and retention rates.
- 5. Schools shall reduce physical and mental health barriers to learning.
- 6. Schools shall be measured on the proportion of students who make a successful transition to work, postsecondary education and the military.

Kentucky’s Learning Goals And Academic Expectations

The centerpiece of Kentucky’s education reform effort is its vision of what students should know and be able to do as a result of their school experience. Every aspect of the reform movement is designed to promote student attainment of these goals and to measure our progress in helping them to do so.

Assumption underlying KERA

All students are capable of learning.

The expectations for students are set forth as the six learning goals of KERA. These goals led to the development of the academic expectations that characterize student achievement of the goals.

All Kentucky students are expected to achieve the goals and academic expectations.

1. Students are able to use basic communication and mathematics skills for purposes and situations they will encounter throughout their lives.

- 1.1 Students use reference tools such as dictionaries, almanacs, encyclopedias, and computer reference programs and research tools such as interviews and surveys to find the information they need to meet specific demands, explore interests, or solve specific problems.
- 1.2 Students make sense of the variety of materials they read.
- 1.3 Students make sense of the various things they observe.
- 1.4 Students make sense of the various messages to which they listen.
- 1.5-1.9 Students use mathematical ideas and procedures to communicate, reason, and solve problems.
- 1.10 Students organize information through development and use of classification rules and systems.
- 1.11 Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.
- 1.12 Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.
- 1.13 Students make sense of ideas and communicate ideas with the visual arts.
- 1.14 Students make sense of ideas and communicate ideas with music.
- 1.15 Students make sense of and communicate ideas with movement.
- 1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.

2. Students shall develop their abilities to apply core concepts and principles from mathematics, the sciences, the arts, the humanities, social studies, practical living studies, and vocational studies to what they will encounter throughout their lives.

Science

- 2.1 Students understand scientific ways of thinking and working and use those methods to solve real-life problems.
- 2.2 Students identify, analyze, and use patterns such as cycles and trends to understand past and present events and predict possible future events.
- 2.3 Students identify and analyze systems and the ways their components work together or affect each other.
- 2.4 Students use the concept of scale and scientific models to explain the organization and functioning of living and nonliving things and predict other characteristics that might be observed.
- 2.5 Students understand that under certain conditions nature tends to remain the same or move toward a balance.
- 2.6 Students understand how living and nonliving things change over time and the factors that influence the changes.

Mathematics

- 2.7 Students understand number concepts and use numbers appropriately and accurately.
- 2.8 Students understand various mathematical procedures and use them appropriately and accurately.
- 2.9 Students understand space and dimensionality concepts and use them appropriately and accurately.
- 2.10 Students understand measurement concepts and use measurements appropriately and accurately.
- 2.11 Students understand mathematical change concepts and use them appropriately and accurately.
- 2.12 Students understand mathematical structure concepts including the properties and logic of various mathematical systems.

2.13 Students understand and appropriately use statistics and probability.

Social Studies

2.14 Students understand the democratic principles of justice, equality, responsibility, and freedom and apply them to real-life situations.

2.15 Students can accurately describe various forms of government and analyze issues that relate to the rights and responsibilities of citizens in a democracy.

2.16 Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups.

2.17 Students interact effectively and work cooperatively with the many ethnic and cultural groups of our nation and world.

2.18 Students understand economic principles and are able to make economic decisions that have consequences in daily living.

2.19 Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.

2.20 Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.

2.21 (Incorporated into 2.16)

Arts and Humanities

2.22 Students create works of art and make presentations to convey a point of view.

2.23 Students analyze their own and others' artistic products and performances using accepted standards.

2.24 Students have knowledge of major works of art, music, and literature and appreciate creativity and the contributions of the arts and humanities.

2.25 In the products they make and the performances they present, students show that they understand how time, place, and society influence the arts and humanities such as languages, literature, and history.

2.26 Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.

2.27 Students recognize and understand the similarities and differences among languages.

2.28 Students understand and communicate in a second language.

Practical Living

2.29 Students demonstrate skills that promote individual well-being and healthy family relationships.

2.30 Students evaluate consumer products and services and make effective consumer decisions.

2.31 Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.

2.32 Students demonstrate strategies for becoming and remaining mentally and emotionally healthy.

2.33 Students demonstrate the skills to evaluate and use services and resources available in their community.

2.34 Students perform physical movement skills effectively in a variety of settings.

2.35 Students demonstrate knowledge and skills that promote physical activity and involvement in physical activity throughout lives.

Vocational Studies

2.36 Students use strategies for choosing and preparing for a career.

2.37 Students demonstrate skills and work habits that lead to success in future schooling and work.

2.38 Students demonstrate skills such as interviewing, writing resumes, and completing applications that are needed to be accepted into college or other postsecondary training or to get a job.

3. Students shall develop their abilities to become self-sufficient individuals.*

3.1 Students demonstrate positive growth in self-concept through appropriate tasks or projects.

3.2 Students demonstrate the ability to maintain a healthy lifestyle.

3.3 Students demonstrate the ability to be adaptable and flexible through appropriate tasks or projects.

3.4 Students demonstrate the ability to be resourceful and creative.

3.5 Students demonstrate self-control and self-discipline.

3.6 Students demonstrate the ability to make decisions based on ethical values.

3.7 Students demonstrate the ability to learn on one's own.

4. Students shall develop their abilities to become responsible members of a family, work group, or community, including demonstrating effectiveness in community service.*

4.1 Students effectively use interpersonal skills.

4.2 Students use productive team membership skills.

4.3 Students individually demonstrate consistent, responsive, and caring behavior.

4.4 Students demonstrate the ability to accept the rights and responsibilities for self and others.

4.5 Students demonstrate an understanding of, appreciation for, and sensitivity to a multicultural and worldview.

4.6 Students demonstrate an open mind to alternative perspectives.

**Goals 3 and 4 are included in Kentucky statute as learning goals, but they are not included in the state's academic assessment program.*

5. Students shall develop their abilities to think and solve problems in school situations and in a variety of situations they will encounter in life.

5.1 Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a variety of problems in real-life situations.

5.2 Students use creative thinking skills to develop or invent novel, constructive ideas or products.

5.3 Students organize information to develop or change their understanding of a concept.

5.4 Students use a decision-making process to make informed decisions among options.

5.5 Students use problem-solving processes to develop solutions to relatively complex problems.

6. Students shall develop their abilities to connect and integrate experiences and new knowledge from all subject matter fields with what they have previously learned and build on past learning experiences to acquire new information through various media sources.

6.1 Students connect knowledge and experiences from different subject areas.

6.2 Students use what they already know to acquire new knowledge, develop new skills, or interpret new experiences.

6.3 Students expand their understanding of existing knowledge by making connections with new knowledge, skills and experience

SCHOLASTIC AUDIT GLOSSARY

Abundant – Present in great quantity; more than enough in size, scope, or capacity.

Academic expectations – Learning goals that characterize student achievement.

Accommodate – Changes made in the way materials are presented or in the way student respond to the materials, as well as changes in setting, timing and scheduling, with the expectation that the student will reach the standard set for all students.

Achievement gap – A substantive performance difference on each of the tested areas by grade level of the Commonwealth Accountability Testing System (CATS) between the various groups of students including male and female students, students with and without disabilities, students with and without English proficiency, minority and non-minority students, and students who are eligible for free and reduced lunch and those who are not eligible for free and reduced lunch (KRS 158.649).

Action research – Research by a practicing educator about practice in the classroom. This is educator-initiated and is school-based research.

Action steps – Activities that are reflected in the Comprehensive School Improvement Plan to address the goals and objectives of the action component.

Ad hoc groups – Committees formed to meet a specific purpose or need. They are together long enough to formulate a solution or suggest a strategy.

Age appropriate – Suitable in relation to developmental level.

Anecdotal record – A written record of a child’s progress based on milestones particular to that child’s social, emotional, physical, aesthetic, and cognitive development. This method is informal and encourages the use of a note pad, sticky notes, a checklist with space for notes, etc. Continuous comments are recorded throughout the day about what a child can do and his/her achievements as opposed to what he/she cannot do.

Articulate – Expressing yourself or characterized by clear expressive language; express or state clearly.

Articulation – A clear and effective written or oral statement.

Articulation (as related to curriculum) – The school/district aligned curriculum must be well communicated to all stakeholders, implemented district/school wide, integrated across disciplines, and connected to real-life situations.

- **Vertical articulation** or alignment indicates that the curriculum is carefully planned and sequenced from beginning learning and skills to more advanced learning and skills. Vertical articulation speaks to what is taught from pre-school through upper grades and is sometimes noted simply as “K-12 Curriculum.”
- **Horizontal articulation or alignment** indicates that the curriculum is carefully planned within grade levels. For example, every primary grade throughout the school/district will teach the same curriculum, and every 6th grade social studies class, every 10th grade health class, every 12th grade physics class, and so on.

Articulation agreement – A systematic, seamless student transition process from secondary to postsecondary education that maximizes use of resources and minimizes content duplication.

Assessment – Using various methods to obtain information about student learning that can be used to guide a variety of decisions and actions.

- **Formal assessment** – A commercially designed and produced test for elementary, middle, and high school levels that is given on a single occasion.
- **Informal assessment** – A non-standardized measurement that a teacher uses to learn what a student is able to do in a certain area. The teacher interprets the results and uses those results to plan instruction.

Assistive Technology – Any item, piece of equipment, or product system, that is used to increase, maintain, or improve functional capabilities of children with disabilities. It also includes any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device.

Authentic assessment –A broad evaluation procedure that includes a student’s performance or demonstration, and in the context of normal classroom involvement and reflects the actual learning experience (i.e., portfolios, journals, observations, taped readings, videotaping, conferencing, etc.). The products or performances assessed reflect “real world” applications.

Basal textbook – A book that offers a foundation for instruction for a course or grade level that provides appropriate progression of information on a subject being studied.

Baseline data – Information collected to establish a reference point for comparison to the same data collected at a later time.

Benchmark – An example of student work that illustrates the qualities of a specific score on a rubric or scoring guide.

Best practices – Current, national consensus recommendations that consistently offer the full benefit of the latest knowledge, technology, research, and procedures impacting teaching and learning.

Career Portfolio – A representative sampling of past experiences.

Categorical funds - Sources of revenue that are tied to specific guidelines required by the funding source (i.e., Title programs such as Title I, Title II, Title III, Title IV; special education, food services, transportation).

Classroom writing/Working folder – A collection of student writing in different stages of development from more various content areas.

Coaching – To facilitate and encourage the development of self and others through a respectful, confidential, ethical and masterful interaction towards success.

Co-curricular activities – All school-based or school-sponsored activities not part of the regular curriculum but offered for credit. The purpose of co-curricular activities is to enrich and extend the regular curriculum. For example, students learn to work collaboratively with others, to set high standards, and to strive for superior performance while playing team sports or participating in drama and music activities.

Collaboration – Direct interaction between at least two co-equal parties voluntarily engaged in shared decision-making as they work toward a common goal (Judy Wood, 1998).

Common Academic Core – The course of study recommended for all students.

Common items – Items on the assessment taken by all students and on which individual student scores are based.

Comprehensive district improvement plan – A comprehensive district improvement plan organized around priority needs that include financial resources, professional development, equity, and technology to improve the academic environment.

Comprehensive school improvement plan – A comprehensive school improvement plan organized around priority needs that include financial resources, professional development, equity, and technology to improve the academic environment.

Computer assisted instruction – Instruction within a classroom used to enhance the acquisition of knowledge through the use of interactive computer programs that allow students to work at their own pace.

Cooperative learning – A teaching strategy that groups students in structured learning groups requiring that they work together to solve problems by using skills and content. The teacher acts as a facilitator of learning.

Core Content for Assessment – The content that has been identified as essential for all students to know and will be included on the state assessment.

Course syllabi – A summary outline of curriculum.

Criteria – A standard on which a judgment or decision may be based.

Critical attributes – Those descriptors that define necessary components of the primary program. They are developmentally appropriate educational practices, multi-age/multi-ability classrooms, continuous progress, authentic assessment, qualitative reporting methods, professional teamwork, and positive parent involvement.

Critical thinking – Application of thinking skills more complicated than simple recall. Critical thinking involves thinking skillfully about causal explanation, prediction, generalization, reasoning by analogy, conditional reasoning, and the reliability of sources of information and then applying them in evaluative ways.

Cultural responsiveness – Teaching that uses the cultural knowledge, prior experiences, and performance styles of diverse students to make learning more appropriate and effective for them; it teaches to and through the strengths of these students.

Curriculum - An organized course of study that engages students in learning the standards that have been identified at the national, state and local level.

Curriculum alignment – Refers to the process of interpreting learning standards (*Kentucky Program of Studies, Kentucky Core Content for Assessment*), then developing learning objectives that are directly targeted to those standards.

Curriculum framework – The listing of outcomes (Learning Goals, Academic Expectations, Core Content for Assessment, and Program of Studies) by grade level that guides the development of the curriculum and the selection in placement of instructional materials. It also includes the performance standards associated with the content standards (Student Performance Descriptors). (National Research Council).

Curriculum map – An outline of the implemented curriculum; what is taught and when it is actually taught.

Curriculum mapping – “is a process that helps teachers keep track of what has actually been taught throughout the entire year or course. By mapping what is actually taught and when it is taught, teachers produce data that they can use in conjunction with assessment data to make cumulative revisions in instruction.” (Heidi Hayes Jacobs).

Demonstrators – Expansions of the *Academic Expectations* that further define what students should be able to do as found in *Transformations*.

Developmental appropriateness - This concept of developmental appropriateness has two dimensions:

- **Age appropriateness** – Human development research indicates that there are universal, predictable milestones of growth and change that occur in children during the first nine years of life. These predictable changes occur in all domains of development – physical, emotional, social, cognitive, and aesthetic. Knowledge of typical development of children within the age span served by the program provides a framework from which teachers prepare the learning environment and plan appropriate experiences.
- **Individual appropriateness** – Each child is a unique person with an individual pattern and timing of growth, as well as individual personality, learning style and family background. Both the curriculum and adults’ interactions with children should be responsive to individual differences. Learning in your children is the result of interaction between the child’s thought and experiences with materials, ideas, and people. When these experiences match the child’s developing abilities, while also challenging the child’s interest and understanding, learning will take place.

Differentiation – A philosophy that involves giving students multiple options for taking in information, making sense of ideas, and expressing what they learn. It provides different avenues to acquire content, to process or make sense of ideas, and to develop products.

Discretionary funds - Sources of revenue whose expenditure is not specified in the guidelines of the allocating source (i.e., Section 7 – or what is left over after Sections 3, 4, 5, and 6 are allocated; some school activity accounts).

Distributed leadership – Giving other staff members some of the leader’s current responsibilities; goes beyond simply reshuffling assignments and calls for a fundamental shift in organizational thinking that redefines leadership as the responsibility of everyone in the school. Also shared leadership or distributive leadership.

District improvement planning team – See Improvement Planning Team.

District leadership – Leadership within the district’s central office (e.g. superintendent, assistant superintendent, local board of education, etc).

District level articulations – See Articulation.

District portfolio – A purposeful or systematic collection of selected work pertaining to the district developed over time, gathered to demonstrate and evaluate progress and achievement.

District profile – See Profile.

Diverse/diversity – The inclusion of differences based on race, gender, disability, age, national origin, color, economic status, religion, geographic regions and other characteristics. Achieving diversity requires respect of differences, valuing differences, supporting, encouraging and promoting differences, and affirmation initiatives, such as recruitment, placement, and retention.

Efficacy – Ability to produce the necessary or desired results.

Empowerment – The process of providing stakeholders with the opportunities to make decisions.

Equitable – Having or exhibiting equity; going beyond equal educational opportunity and equal access.

Equity – A condition that occurs when a community believes in and provides access, opportunity, and fairness to all learners as demonstrated by the absence of any form of discrimination.

Essential knowledge – The fundamental skills required for all students.

Essential questions – Important ideas necessary to consider.

Evaluating/Evaluation – To determine the significance, worth, or condition and usually by careful appraisal and study.

Exemplary – Worthy of imitation; commendable.

Extracurricular activities – Clubs, athletic teams, intramurals or other school-based organizations or activities that provide opportunities for students to participate in the school community, where no graduation credit is earned.

External criteria – The list of requirements for judging work (i.e. rubric, scoring guide).

Family literacy initiative – A national and state movement involving at-risk children and their families with sufficient intensity and duration to make sustained changes in their lives through the educational process.

Family Resource and Youth Services Centers – Centers established to provide programs and make referrals to service agencies to assist students and families in need.

Flexible grouping – A strategy that allows students to work in differently mixed groups depending on the goal of the learning task at hand.

Full implementation – The complete effect of carrying out a program, plan, or initiative.

Heterogeneous grouping – The grouping of students in classrooms on the basis of mixed abilities and/or characteristics (i.e., chronological age, reading ability, test scores, etc.).

High performance – Schools demonstrating substantial gains.

Holistic scoring – A scoring process used to evaluate a student’s overall performance or product. One set of criteria is used to assess the quality or overall effectiveness of student work. The criteria are written to include all the expectations or standards that are targeted.

Homogeneous grouping – The grouping of students in classrooms based on the basis of similar abilities and/or characteristics (i.e., chronological age, reading ability, test scores, etc.).

IEP – Individual Education Program for children with special needs.

Implemented curriculum – The curriculum that is actually carried out in schools or followed by the teachers and school administrators for the students.

Improvement planning team –

- **School improvement planning team** – A team of school level staff and stakeholders who are involved in school planning to meet the educational needs of students. Such activities are: data analysis, identify resources for planning and research-based instructional practices, professional development, assessments, etc.
- **District improvement planning team** – A team of district level staff and stakeholders who are involved in district planning to meet the educational needs of students.

Inclusion – It is both a philosophy and a practice where all students are considered and treated as members of the school community.

Inclusion (as it pertains to special education) – A term that expresses commitment to educate each child, to the maximum extent appropriate, in the school and classroom he/she would otherwise attend. It involves bringing the support services to the child (rather than moving the child to the services) and requires only that the child will benefit from being in the class (rather than having to keep up with the other students).

Indicator – Within each of the nine Standards and Indicators for School Improvement, specific sub-sections labeled “indicators” more closely describe various aspects and perspectives of the standard in observable terms.

Individual growth plan – A professional growth plan developed by the evaluatee with the assistance of the evaluator to be aligned with specific goals and objectives of the school improvement and professional development plan (KRS 156.101).

Individual Learning Plan (ILP) – A curricular plan that emphasizes academic and career development for students. A tool which helps students set learning goals based on academic and career interests.

Instructional materials – Any print, non-print, or electronic medium of instruction designed to assist students in achieving academic expectations.

Instructional practices – Methodology used by teachers to engage students in the learning process.

Integrated/Interdisciplinary curriculum – A curriculum that purposely links disciplines to each other.

Integration of technology – Incorporating the use of computers or other technical equipment into the curriculum.

Interdisciplinary – Drawing from or characterized by participation of two or more fields of study.

Kentucky Early Learning Profile (KELP) – The model assessment instrument designed by the Kentucky Department of Education to correspond with the Primary Program. The KELP instrument is designed to document a student’s real learning, growth, and development during the primary years.

Kentucky Educational Television (KET) – A medium that educates and offers Kentuckians a wide range of local arts, cultural, documentary, public affairs productions, adult education programs, college credit telecourses, instructional programs, professional development seminars, and KET distance learning.

Kentucky’s Learning Goals – KRS 158.6451 Schools shall develop their student’s ability to:

1. Use basic communication and mathematics skills for purposes and situations they will encounter throughout their lives;
2. Apply core concepts and principles from mathematics, the sciences, the arts, the humanities, social studies, and practical living studies to situations they will encounter throughout their lives;
3. Become self-sufficient individuals of good character exhibiting the qualities of altruism, citizenship, courtesy, honesty, human worth, justice, knowledge, respect, responsibility, and self-discipline;
4. Become responsible members of a family, work group, or community, including demonstrating effectiveness in community service;
5. Think and solve problems in school situations and in a variety of situations they will encounter in life; and
6. Connect and integrate experiences and new knowledge from all subject matter fields with what they have previously learned and build on past learning experiences to acquire new information through various media sources.

Kentucky Performance Report (KPR) – A report that offers detailed information about school performance (academic and non-academic) on the Kentucky Core Content Tests, Writing Portfolios, Norm-Referenced Tests and other components of the Commonwealth Accountability Testing System (CATS).

Kentucky Virtual Leadership Network (KVLN) – The goal of the network is to provide Kentucky superintendents and principals access to quality professional development with a focus on whole systems improvement and creating a high-performance learning environment through technology integration.

KERA Goals –

1. Students are able to use basic communication and mathematics skills for purposes and situations they will encounter throughout their lives.
2. Students shall develop their abilities to apply core concepts and principles from mathematics, the sciences, the arts, the humanities, social studies, practical living studies, and vocational studies to what they will encounter throughout their lives.
3. Students shall develop their abilities to become self-sufficient individuals.
4. Students shall develop their abilities to become responsible members of a family, work group, or community, including demonstrating effectiveness in community service.
5. Students shall develop their abilities to think and solve problems in school situations and in a variety of situations they will encounter in life.
6. Students shall develop their abilities to connect and integrate experiences and new knowledge from all subject matter field with what they have previously learned and build on past learning experiences to acquire new information through various media.

Learning community – A curriculum design that coordinates two or more courses into a single program of instruction. It is an integrated approach to education in that experiences more closely parallel the way students learn and are more relevant to real world applications.

Learning environment – Any setting or location inside or outside the school used to enhance the instruction of students.

Learning results – Successful demonstration of learning that occurs at the culminating point of a set of learning experiences.

Local standards – Districts may adapt standards that exceed state standards.

Manipulative – Concrete or hands-on instructional materials and games used in the classroom to introduce and reinforce skills.

Mentoring – Providing support for activities in a learning process by a person who usually has more experience or expertise.

Mission – A statement of purpose to define the goals and direction; a guide for decisions and a set of criteria by which to measure the school’s progress toward its defined purposes.

Modality – The sensory styles through which people receive and process information.

Modeling – A teaching strategy in which the teacher demonstrates to student/s how to do a task, with the expectation that the student will copy the model. Modeling often involves talking about how to work through a task or “thinking aloud”.

Monitoring – To watch, keep track of, or check usually for a purpose.

Multicultural education – (1) Interdisciplinary, cross-curricular education that prepares students to live, learn, and work together to achieve common goals in a culturally diverse world. It does this by (a) enabling all students to be aware of and affirmed in their own cultural roots; (b) allowing all students to understand and accept cultural diversity; (c) fostering appreciation, respect, and understanding for persons of different cultural backgrounds; and (d) preparing students to live fruitful lives in an increasingly global society with decreasing borders.

Multi-modal – Multiple modes of interaction—aural, visual and tactile—offering users the means to provide input using their voice or their hands via a keypad, keyboard, mouse, or stylus. For output, users will be able to listen to spoken prompts and audio, and to view information on graphical displays.

Non-academic data – Formally referenced as non-cognitive indicators of a school’s progress (retention rate, dropout rate, attendance and school to work transition) included in the calculation of the school’s Academic Index.

Nurturing school environment – An atmosphere/climate created within the school where everyone associated with the educational system is treated in a warm and inviting manner.

On-demand writing prompts – Also known as “writing prompt,” “prompt,” “timed writing,” or “directed writing”. Interchangeable terms refer to timed, structured, writing assessments that require extended writing, including essays, letters, compositions, etc.

Open-response items – Questions that require students to combine content knowledge and application of process skills in order to communicate an answer.

Pacing guides –A planning tool that helps teachers plan the pacing of their instruction so that all tested topics are taught prior to the administration of accountability testing. A pacing guide is the outline of the intended curriculum.

Partnership – Involvement of community groups/members, parents and/or family members and students themselves in a variety of community, home and school-based partnership activities.

Peer collaboration – Students working together in a group to solve a problem.

Peer tutoring – Support in the learning environment provided by same or different aged students.

Perception survey – A collection of data from stakeholders (staff, parents, students, community, etc) in how they perceive the school/district in regards to Academic Performance, Learning Environment, and Efficiency.

Performance assessment – see Authentic Assessment.

Performance level descriptions – Performance standards for student progress across the content areas of Arts and Humanities, Math, Science, Social Studies, Practical Living/Vocational Studies, Reading and Writing, that define what we mean when we say a student has performed at the “novice,” “apprentice,” “proficient,” or “distinguished” level. They clarify for teachers, students and parents how we evaluate student work, and they explain for students what we expect of them.

Portfolio – A purposeful or systematic collection of selected work and self- assessments developed over time, gathered to demonstrate and evaluate progress and achievement.

Process – A series of actions, changes, or functions bringing about a result.

Professional development – Processes and activities designed to enhance the professional knowledge, skills, and attitudes of educators so that they might, in turn, improve the learning of students. It is an intentional, ongoing and systemic process.

Proficient – Work that reflects high level understanding of standards, both content and performance.

Profile –

-- **School profile** – Schools use a profile to name significant strengths, limitations, opportunities and threats facing the school and is derived from the data contained in the school portfolio.

-- **District profile** – Districts use a profile to name significant strengths, limitations, opportunities and threats facing the district and is derived from the data contained in the district portfolio.

Program of Studies – A curriculum framework that incorporates core content for assessment.

Protocol – A specific set of communication rules; a detailed plan of a procedure.

Reflection – A process that provides a structured opportunity to consider what has taken place and the feelings that have been stimulated through an experience.

Regularly – Occurring in a fixed, unvarying, or predictable pattern, with equal amounts of time or space between each one.

Reliability – The accuracy and repeatability of a measurement.

Reliable – The consistency of assessment results from an instrument over time or over a number of trials.

Resources – Sources of supply or support; an available means. Source of information or expertise.

Reviewing – The critical evaluation of material.

Rigor –The goal of helping students develop the capacity to understand content that is complex, ambiguous, provocative, and personally or emotionally challenging.

Rigorous – Demanding strict attention to rules and procedures; allowing no deviation from a standard.

School based decision making council (SBDM) – A council is typically composed of two parents, three teachers, and an administrator. Councils adopt policies relating to instructional materials, personnel, curriculum, extracurricular programs, and other aspects of school management. Exceptions are: successful schools that request a wavier, districts that have only one school, district-wide operated schools such as vocational and alternative, and special education schools.

School culture – The sum of the values, safety practices, and organizational structures within a school that cause it to function and react in particular ways. Teaching practices, diversity, and the relationships among administrators, teachers, parents, and students contribute to the school environment.

School improvement efficacy – The efficient operation of a school yielding positive gains.

School improvement planning team – See Improvement Planning Team.

School leadership – While primary leadership at the school level is considered to be the principal, school based decision making councils may also be considered (where appropriate) when determining levels of school leadership. Organizational structures within the school may also include, but not be limited to department chairperson(s), team leaders, committee chairperson(s), coordinators of special programs, parent organizations, support centers, the instructional team and the administrative team.

School profile – See Profile.

Scoring guide/rubric – A set of scoring guidelines to be used in evaluating a student’s work.

SEEK – “Support Education Excellence in Kentucky” is the name for the state formula used by the governor and legislature in funding Kentucky’s schools. This school aid formula is generally based on per pupil allocations on Average Daily Attendance (ADA). It is through the SEEK formula that schools and districts receive funding for personnel salaries, instructional materials, and other items necessary to provide schooling at the local level.

Self-assessment – An individual’s evaluation of his/her own work.

Service learning – A teaching methodology that allows students to learn and apply academic, social and personal skills to improve the community, continue individual growth, and become better citizens.

Singleton – A course of which only one section is offered in the master schedule (e.g. AP Calculus, Orchestra).

Skills – The acquired abilities to perform a particular task.

Skills standards documents – Documents that describe skill standards to be assessed in the certification process. Current curriculum offered in schools should align to these standards.

Software Technology, Incorporated (STI) – A records management software for educators. This software offers a complete array of features to maintain and process school records: attendance, scheduling, discipline, grade reporting, textbook management, and more.

Staff development – See Professional development. A systematically planned, comprehensive set of on-going professional growth activities carried out over time to achieve specific objectives. The ultimate goal is increased student learning and continuous improvement for all staff as they work together to create a quality environment for all students.

Staff members – All full and part-time regular permanent employees of the district.

Stakeholder – All persons or group of people (e.g., students, staff members, families, community, partners, etc) associated with the school community that has an interest in the success of the school and its programs.

Standard(s) – Content standards: A description of what students need to know and be able to do.
Performance standards: A description of how well students need to perform on various skills and knowledge to be considered proficient.

Standards-based curriculum documents – KERA charged the Kentucky Department of Education to develop guidelines to assist schools/districts in addressing that mandate to achieve reform. The following documents are the products that were created as a result of the mandate:

Program of Studies

Transformations

Core Content for Assessment

Implementation Manual

Student Performance Level Descriptors

Learning goals/academic expectations

State standards – This term refers to Kentucky’s Learning Goals and *Academic Expectations*, designed around national standards.

Strategies – Plans and methods used by both teachers and students to approach a task.

Student performance level descriptors – Descriptors by content area and by grade level that define what students should know and be able to do. They are defined at the “novice”, “apprentice”, “proficient”, or “distinguished” level.

Student transition planning – A process that prepares students for key transition points (elementary to middle, middle to high). An example would be the Individual Learning Plan.

Student working folders – An ongoing folder where student work (in-class writing, homework, etc) is organized and maintained.

Substantive performance difference – The difference in academic performance on tests among identified groups. The difference between how a group performs compared to what is expected.

Systematic process – An organized manner of consistent ideas or principles.

Systems approach – Viewing the district or school as a whole or perceiving the combination of related structures/components of the school and community (i.e., Standards and Indicators for School Improvement, Standards 1-9).

Technology – Technology is the application of knowledge and resources to extend and enhance our human capabilities. Technology Education involves students in a broad and comprehensive manner in the human imagination, its engineered devices, tools, and processes, to build knowledge and skills.

Thematic approach to curriculum – An approach based on organizers that motivate students to investigate interesting ideas from multiple perspectives. The central theme becomes the catalyst for developing the concepts,

generalizations, skills, attitudes, etc. Themes should encourage integration or correlation of various content areas. The rationale is grounded in a philosophy that students learn most efficiently when subjects are perceived as worthy of their time and attention and when they are actively engaged in inquiry. These themes may be broad-based or narrow in scope; may be used for one class, designated classes, or the whole school; and may last for a few weeks up to several months.

Thematic units – Units of study built around a particular theme or topic that can be interdisciplinary.

Title I – Federal law and dollars for special help for disadvantaged children, from the federal law Improving America’s Schools Act.

Transformations: Kentucky’s Curriculum Framework, Volume I & II – This framework provides direction in the development of the local curriculum and should serve as a major basis for staff development and the development of instructional units and performance assessments.

Transition – The passage from one stage to another.

Triangulation – A process of gathering multiple data sets to focus in on understanding an issue rather than relying upon a single form of evidence. Multiple forms of data provide a more distinct and valid picture of reality.

Units of study – Units of study are vehicles for providing multifaceted learning opportunities for students. Using standards (e.g., Kentucky’s *Academic Expectations*), as the basis for a unit focuses the planning team on meaningful and relevant concepts. The unit plan, in turn, enhances the delivery of instruction and assessment.

Validity – A measurement’s ability to actually measure what it purports to measure.

Vision – A future oriented aspiration for the teaching and learning environment of the school.

Workbased learning – Learning that integrates theoretical instruction with structured on-the-job training. It includes work experiences, planned program of job training and work experience, workplace mentoring, instruction in general workplace competencies, and broad instruction in a variety of elements of an industry.

Writing assessment portfolio – A selection of a student’s work that represents his/her best efforts including evidence that the student has evaluated the quality of his/her own work and growth as a writer. The student, in conferences with teachers, chooses the entries for this portfolio from the writing folder, which should contain several drafts of the required pieces. Ideally, the writings will grow naturally out of instruction rather than being created solely for the portfolio.

ACRONYMS

ACT – American College Test	ISLLC – Interstate School Leaders Licensure Consortium
AR – Accelerated Reader	ISS – In-school Suspension
AP – Advanced Placement	KDE –Kentucky Department of Education
AYP – Adequate Yearly Progress	KELP – Kentucky Early Learning Profile
CATS – Commonwealth Accountability Testing System	KERA – Kentucky Education Reform Act of 1990
CDIP – Comprehensive district improvement plan	KETS – Kentucky Educational Technology System
CSIP – Comprehensive school improvement plan	KPR – Kenucky Performance Report
CTBS – Comprehensive Test of Basic Skills	KTLN – Kentucky TeleLinking Network
DwoK – Different Ways of Knowing	LEAD – Local Educator Assignment Data
EILA – Effective Instructional Leadership Act	NAEP – National Assessment of Educational Progress
ESL Class – English as a Second Language Class	NCLB – No Child Left Behind
ESS – Extended School Services	PD – Professional Development
FRYSC – Family Resource/Youth Services Center	PSAT – Preliminary Scholastic Achievement Test
GED – General Equivalency Diploma	RFP – Request for Proposal
IB – International Baccalaurate	SAT – Scholastic Achievement Test
IDEA – Individuals with Disabilities Act	SBDM – School based decision making
IEP – Individual education plans for children with special needs	SEEK – Support Education Excellence in Kentucky
IGP – Individual Growth Plan	STI – Software Technology, Incorporated
ILP – Individual Learning Plan	

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